

Exercise: Interested parties

Organization:	GEAPOLIS – LEARNING SERVICE		
Process Learning Service Provide PDCA in ISO 29990: 2010	Interested parties (Int/Ext)	(ORG) Needs/expectations	(IP) Needs/expectations
Determining leaning needs in the field of non formal and informal adult education	Trainers Adults learners Local Community Stakolders	- Promotes individual personal growth (Competence Key and Future Work Skills 2020) - Supports professional development with a focus on change based learning - Strives for transformation in educational practice worldwide	Accessible, equitable effective learning opportunities for all Strong commitment to the principle of voluntarism. Volunteer teachers are members of the local community.
Design of the learning service	Trainers Adults learners Local Community Stakolders	Innovation openness - Development and acquisition of knowledge and life skills. - Applying learning technology - Preparedness to develop new skills and to adopt a new mindset - Technological capabilities - Information and communication technologies (ICTs) Absortive capacity - Organizational learning tools - Knowledge management capabilities	- Empowerment of the individual/and community - Promotion of effective participation/political socialization. Development and acquisition - Development and acquisition of knowledge and life skills. - Effective incentive motivation System - Technical skills and education

Provision of learning service	Target: Trainers and Learners of different adults ages and levels of cognitive ability are catered for. Trainers Adults learners Local Community Stakeholders	Learning content The curriculum framework for NVAE is, in effect, life-wide and life-related within a lifelong learning framework (ICT skills and learning for social, cultural and/or personal development through a vast array of subject areas and activities.	To sustain development of local communities and individuals' empowerment responding to emergencies related to • Social inclusion • Quality in education and training for all (Boost basic and transversal skills, More mobility and cooperation opportunities) • Digital transition and Digital divide
		ORGANISATION AND APPROACHES Virtual study circles: Collaborative and participatory blended learning activities Geapolis web Community- • Utilization of multi-grade and multi-shift approaches. • Learners of different adults ages and levels of cognitive ability are catered for. • Involvement of the learners in the processes of curriculum development and preparation of curriculum support materials. • The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including help lines and web-based services) • Technology readiness	• Utilization of expertise from the community in skills training provides a vital link between the Geapolis organization and the community • To support the sustainable development of local communities and individuals' empowerment
		INNOVATION AND DEVELOPMENT, RESEARCH, TRAINING, • To support the use of action research • encourage co-workers to further promote co-operation in their specific context	• Building shared vision • Team Learning (es. in Research-action STEP by STEP – Stakeholders: Corporazione delle arti e linea Gialla)

		• approach to training is based around the central ideas of experience, challenge and reflection. • encourage interdisciplinary work, teamwork and peer-learning. • Network and networking	
Monitoring	Trainers Adults learners Local Community Stakolders	• Communication management (internal/external) • 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	Contribute to solving the problem of social exclusion, and marginalization. in environments at risk of educational and cultural poverty Provision of an informed basis for policy formulation and analysis through research • Contribution to the implementation of policies through capacity development • Forging of strategic partnerships and creation of networks to realize set objectives • Mobilization of resources to promote NFE and adult education objectives
Evaluation	Trainers Adults learners Local Community Stakolders	Evaluation of learning service provide competencies, performance management, and professional development	• Feedback from interested parties • Sharing of search results lessons and experiences