



Education and Culture DG

Lifelong Learning Programme

KEY SHOP SOCIAL REPORT

Final Report
30th November 2009

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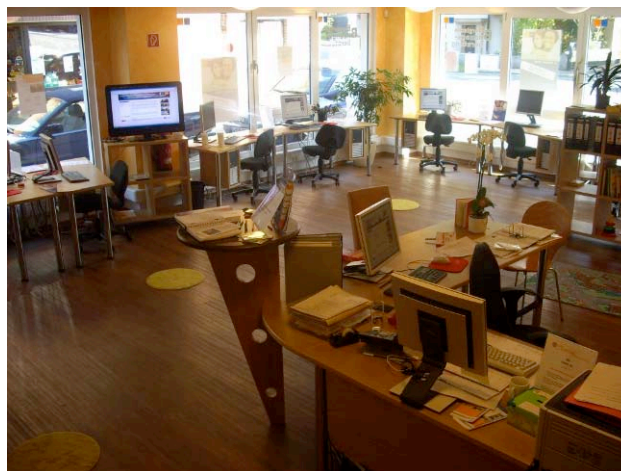
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This report reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.

Foreword

The Grundtvig European Multilateral Project (LLP Programme) 'KeyShop – a new culture of learning', emerged as an idea during a transnational Learning Partnership "The knowledge Shop" (2003-2006). Together with partners from Italy, Bulgaria, Austria and Switzerland, KeyShop project deals with the sustainable establishment of a new/old culture of teaching and learning, and developing it in real and virtual KeyShops.

By a new culture of learning we understand a philosophy of learning, which takes up very old discoveries of learning-support and combines them with the requirements of today.

KeyShops (with varying national names) are established in Rome, Innsbruck, Biel and Wuppertal according to uniformed quality standards. Our Bulgarian colleagues are in charge of developing the Virtual KeyShop.

Identity and Task

Through highly qualified counselling and professional face-to-face learning-support, our main tasks are:

- To encourage the interest in learning
- To rediscover the joy of learning
- To make customers realize the necessity of lifelong learning.

Through counselling, customers are enabled to organise on their own their further lives with regard to training and continuing education and the participation in social life.

The KeyShop is a place, where all those who are interested, can acquire, in a relaxed atmosphere, competences (knowledge, abilities, skills) that are suited on each single person.

The acquisition of these competences can take place independently and/or with personal learning-support according to the individual pre-conditions.

It is a meeting-point for all those people, who want to gain a new or long-forgotten experience:

Learning is fun! ☺

Values

Independent acting and strengthening the sense of responsibility of each single individual on the way of lifelong learning is our task. Our counselling, our coaching and our trainings are marked by esteem, respect, recognition, trust and empathy. Point of reference for all our activities and services is the customer to whom we offer with our work the frame for self-realisation by competence discovery and strengthening. With this we keep confidentiality and discretion. We counsel without prejudice following the principles of the Gender Mainstreaming and the Diversity Approach.

Social Report criteria and methods

The key reasons to implement a Social Report for the Key Shop Model are:

- Key Shops could act in the future as autonomous bodies, considering themselves as Social enterprises in the field of education.
- Ordinary financial accounts do not give inclusive pictures of company/project activities and do not measure the **consistency between the social performance and the company mission and values.**
- **To inform stakeholders** to what extent the social performance of a company/project corresponds to the mission **and to engage them in the company/project strategy.**
- To fulfil the commitment of **transparency** of all actions.

.... and in a Social Enterprise

- **to promote members' participation** in the activities and in the decision-making process.

The process: the Copenhagen Charter



To know more, please visit our website www.thekeyshop.eu where to download our Monitoring and Evaluation Plan, with some tools available in English.

Mission

Key Shop aims to contributing to a New Culture of Learning, promoting lifelong learning, key skills and self-organised learning. It is a learning space, real and virtual, where to get information, lifelong guidance, advice, training courses and coaching targeted to adult people. KS intends to support other EU organisations to run lifelong learning quality management, offering information courses, train the trainers seminars, implementing or opening 2nd generation Key Shops.

It supports key competences acquisition and mutual knowledge exchange between learners, which will ensure bottom up inputs to non-formal and informal learning, generating a broad variety of methods and learning opportunities for all. KS answers to the special learning needs of senior citizens. As open and attractive space for creativeness, methods are flexible and integrated, strictly centred on individual, holistic and gender oriented, taking into account the different types of personalities and ways of learning. Participatory approach foresees consistent tools, focusing KS activities on the needs of learners and on the high qualification of the staff.

KS works in integration with the educational local system, fostering co-operation and stakeholders' engagement. The Internet Platform, contributing to the European Lifelong Learning network, enables the growing of the KS Community, and the mutual learning among learners and staff.

To develop and disseminate a New Culture of Learning, KS needs high qualified staff: the key role is played by the trainer called to become a coach and a facilitator of the learning processes. High professionalism is fundamental to practice our overall motto:

Learning with fun is possible!

Partnership

(DE) „Bergische Volkshochschule“ / Zweckverband der Städte Solingen und Wuppertal (Bergische National University/Target association of the towns Solingen and Wuppertal) is the product of the unification of two centres for adult training (national universities) from Solingen and Wuppertal.

The purpose of the Department for Qualification Improvement is to consult individuals and to enhance the professional qualifications of different target groups: young and socially deprived people (15-25 years of age), people with a history of migration, women, the unemployed and people over 50 years of age.

The training concept is based on both a general and individual approach and is oriented to the method of self-organised learning. The National University is locally, regionally and nationally linked.

„Bergische National University“ has participated in many European projects: GI Employment, AGIR 2000 (Employment Community Initiative Programme), Socrates Grundtvig II Learning partnerships “Lifelong Learning” and “Diversity Management”.

(AT) FBI Centre - Institute for Social and Scientific Research, Education and Information. It is the connecting link between science and public practice concerning topics related to society and politics.

It realises:

- Cultural, social and scientific knowledge on different issues;

- Targeted services based on years of experience, in scientific research, project and information management.

Offering:

- Research work: conceptualisation and realisation of researches and projects;
- Education: content design for seminars and conferences, in reports and publications;
- Information: support in the research of in-depth answers in the fields of cultural and public sciences;
- Moderating: conducting events and decision making for groups.
- Organisation: conceptual and/or organisational planning and conducting events, meetings, reports etc.

(BG) Free University of Bourgas (BFU) is a private university in Bulgaria that was founded in 1991 in the biggest industrial and cultural centre in southeast Bulgaria. Its mission is to be a flexible, enterprising and socially responsible institution that offers its students specialised education and training that can lead them towards professional success in our globalised and dynamic world.

BFU is a member of the "European University Association" and participates in joint projects with over 100 universities and international organisations worldwide.

(IT) Speha Fresia has been working in the field of consulting, enhancing qualifications and social/economic research since 1983. It has its own team of specialists as well as many consultants with different professional competences.

Since 2003 it has been certified for:

- Provision of job guidance and counselling services,
- Services for local development and social research,
- Design of systemic measures in supporting disadvantaged groups,
- Continuous training and lifelong learning activities.

The two venues, in the regions Latium and Sicily, are conformed to guidance and training supply through the regional accreditation systems.

(SW) Verband der Schweizerischen Volkshochschulen (Union of Swiss Popular Universities VSV) **offers its members various services and represents the Popular Universities in Switzerland and Europe.**

VSV aim is:

- Promoting adult education and integration into a lifelong learning system;
- Development and expansion of national universities, regional organisations and those in the different cantons;
- Fostering joint working between its members;
- Support of its members in their work;
- Representing its members' interests at national and international level and collaboration with other institutions.

Boards, committees, working groups and responsible representatives of languages, ICT and social integration, are working for the Association of Swiss Popular Universities.

Organisational design

Structure of the KeyShop Project -Objectives and main and supporting Products-



The KeyShop Project has three main core actions: the Virtual and the Real KeyShops and the Training for trainers. The needs analysis, involving learners in the design of own learning pathways is based on narrative approaches (Biographical interviews, on-line questionnaires, etc.) and it is funded on the studies of a new culture of learning and on the SEL Method. To widen its vision, the KeyShop applies also the Scenario Workshop methodology (real and virtual).

The main products are the philosophy and the marketing materials, with a concrete tool for trainers and adult educators, the Handbook in four languages (English, German, French and Italian).

Another tool is this Social Report, which can give an overview of the main focus for the establishment of new KeyShops, their monitoring and evaluation tools, within a benchmarking prospect.

Prototype: KeyShop in Wuppertal / Germany "LernLaden"

In August 2008 the prototype (LernLaden Wuppertal) opened in Wuppertal / Germany.

We created an attractive room with a feel-good atmosphere. Big windows invite people in and after entering customers find an open 'come and go' area, a small cafeteria, a relaxing corner for reading and shelves full of all kinds of information. Seven modern workstations are available and also relevant resources to find out about jobs, further education, job applications and specialised news necessary for different target groups. In addition our LernLaden has two offices for private consultations, for instance advice and coaching sessions.

An overview of the services: professional advice and support through all learning processes, multi-sensory learning experiences, bite-size learning sessions, training, games, exchange of knowledge, films, discussions, various lectures and presentations.

We have a monthly changing focus on specific subjects, a weekly schedule as well as a range of services for which we have created special names; (e.g. BlickWechsel, SpielZeit, LernZeit, LernHunger.) which makes every visit a new experience.

After some months of operating we had approximately 400 customers a month and we engaged a wide variety of target groups: elderly people, short and long-term unemployed, returners to the workplace, single parents, people with migrant background, people with a disability, disaffected young people. Website: www.lernladenwta.de

There is a detailed description of the prototype in our handbook. Three further KeyShops are opening in Germany in 2010 (between January and March) funded by the Bundesministerium für Verkehr, Bau und Stadtentwicklung within the ESF-Bundesprogramm: BIWAQ "Soziale Stadt – Bildung, Wirtschaft, Arbeit im Quartier" für Teilhabe und Chancengerechtigkeit in Stadtteilen mit besonderem Entwicklungsbedarf.

Integrated KeyShop Model in Rome / Italy

The physical limits of Speha Fresia training centre could not offer the right location for the prototype of the Real KeyShop. For this reason we adapted the prototype idea, creating learning opportunities in the places where people generally meet to have drinks or dinner together, like in Essestore (fair trade shop), or the elderly centres where elderly people go to spend their leisure time. So in Italy we talk of "Integrated KeyShops", spread around the town, with different target groups: people don't need to come to us, we go to them. This choice was necessary if we wanted to engage those people, mainly the elderly, which have difficulties (time, money, transport, fear of new places, etc.) accessing education provision.

The Real KeyShop in Italy started at the end of November 2008 with the first 3 groups at the Elderly Centre San Giovanni and in Essestore, and ended one year later with 9 study groups in 5 sites with 135 learners. For the 4 Elderly Centres of Ciampino we brought into the project the Umberto Nobile School, a dedicated Adult Education Centre where we had the availability of one training room, equipped with 10 personal computers and Internet connections.

The Virtual KeyShop in Italy: www.thekeyshop.it

Integrated KeyShop Model in Innsbruck / Austria

After discussions with the leader of the Volkshochschule in the Tyrol featuring a PowerPoint presentation produced earlier, specifically for this purpose, as part of the project, it was agreed that a modified version of the KeyShop prototype would be more appropriate to local circumstances. The Real KeyShop (an integrated model) was opened in October 2009 by the town councillor responsible for education, also the president of the advisory board of the Tyrolean Volkshochschule. 60 people participated from all sections of the community, particularly trainers, teachers and learners connected with the Volkshochschule. The KeyShop, which mirrors the approach and philosophy of the prototype in Wuppertal, is spread throughout the 3 floors of the building. At the entrance a beach flag with the KeyShop Logo catches your attention. Two computer terminals running the Virtual KeyShop are available and the KeyShop facilitators are on hand to provide assistance. The idea is that people waiting or relaxing there can use the facilities of the Virtual KeyShop. Additionally the facilitators can use the on-line tools together with clients and support learners using the methods and philosophy of self-organised lifelong learning. In the two upper floors exhibitions from the region and from the painting courses of the VHS are presented, a book board for free exchange of books and tables, chairs and pin boards for communication are ready for users.

In all these experiences the services and the resources are quite similar:

Counselling

This includes an initial discussion and the creation of a competence profile. We regularly offer a variety of informative events on changing topics with experts available to give advice. In addition there are different activities on the theme of further education, knowledge and learning techniques.

Clients can get plenty of information and training about job search, applications and the job market.

Training

As a part of our training (single training- small and larger groups) we teach self-organised successful learning (SEL) and learning using all the senses. We offer these learn-training projects to various target groups. Moreover we offer:

- Introduction and advice about how to use the virtual KeyShop
- Training meetings PC/Reading/Film for all target groups
- Experimenting workshops about innovative and exciting opportunities in learning
- Improving media competence, especially for customers who are not yet familiar with modern media, e.g. elderly people, parents, etc.
- Meetings to play games
- Training in successful applications
- Specialised activities

Coaching

Our coaching options, according to SEL principles, available for all, include:

- Individual discussions about training and development in separate rooms
- Intensive individual coaching to identify next steps in learning
- Support with dealing with daily challenges at work and at home

Services

The clients can use KeyShop media free of charge (PC, internet, printer, scanner, copier), while the office supplies at cost price (files, USB-sticks, envelopes, folders, paper, etc.). There is a notice board for the exchange of information. We offer a discussion forum with a programme of dates and with topics, which can be arranged by the clients. There are presentations of books, film performances, a corner for experimenting and a cosy café with drinks and snacks.

Personal Competences

The expertise of our personnel is our greatest resource in providing our services.

Equipment

On the technical side, the educators have three dedicated areas for counselling with PC, printer and Internet connection at their disposal. For computer-assisted research into suitable offers for training and for instructions about self-organised learning, the learning platform is used. For our clients' personal research there are personal computers with printers available, a scanner and a copier.

In the Learning-Experimenting Area (Experimentarium) equipment and materials are available to test various methods of learning and to arouse curiosity by stimulating different senses¹.

¹ This service is present only at the German LernLaden.

Stakeholders' engagement

To show the stakeholders' Map we used the Zadek Model², where the Enterprise/Project is the core and around we try to analyse and get in contact with:

Who influences more our project?

1-LLP Commission;
2-National/local governments;
3-Partner organisations (management);
4-Sponsors/banks/foundations;
5-.....

Who is central for decisions and values?

1-KS partnership;
2-Users/clients;
3-Folk high schools;
4-Elderly Centres;
5-.....

Who interacts more with the project and us?

1-Local partners & networks (public Libraries, Banks of time, bookshops, Adult Education Centres/System);
2-European education networks;
3-Guidance & employment centres;
4-Fair trade organisations;
5-Voluntary and cultural associations;
6-.....

Who is more influenced by Key Shops?

1-Users/clients/beneficiaries (adult learners and training staff);
2-KS staff and collaborators;
3-Local communities;
4-.....

² Dr. Simon Zadek is Managing Partner and Director at AccountAbility, a Visiting Senior Fellow at the Centre for Government and Business of Harvard University's Kennedy School, and an Honorary Professor at the University of South Africa's Centre for Corporate Citizenship.

Stakeholders' engagement in Austria

The FBI centre, as a research and knowledge transfer organisation, is not able to open and run a real Key Shop. For this reason we decided to co-operate with a local partner engaged in the field of adult education. Our first choice was the Folks High School for Tyrol with the central administration in Innsbruck, not only because it is the best rational option, but also because the managing director of the FBI Centre is member of the advisory board of the Folks High School.

Nevertheless, it was not easy to convince the director of the VHS (Folks High School) Innsbruck of the quality and utility of the KeyShop as an additional offer of the Folks High School.

We met starting in September 2008 five times to familiarise the responsible persons with the idea of KeyShop, KeyShop training and the virtual facilities.

The results of these negotiations are:

1. The real KeyShop in Innsbruck was opened in September 2009 in the entrance and staircases of the VHS house.
2. Two computer terminals are ready showing the Virtual KeyShop and all its contents, where the clients can use all these offers in a self-organised way.
3. The Virtual KeyShop has been customised with the special wishes of the Folks High School of Tyrol. This includes a digital version of a questionnaire to assess the level of language courses for the clients, nowadays used in a paper version.
4. The FBI Centre's staff will conduct a train the trainer seminar for trainers and coaches of the VHS.
5. The Logo and the name of the KeyShop are presented on Beach Flags in the entrance of the VHS, provided by the KeyShop project.
6. The staff members of The FBI Centre will stay in charge of the real and the virtual KeyShop situated in the VHS Innsbruck beyond the project duration.
7. Press releases inform the broad public of the establishment of the real Key Shop.

Stakeholders' engagement in Germany

The network activated at local, national and transnational level by the *Bergische VHS* includes the following main social actors:

▪ **Job Centres**

Before opening the LernLaden we had two conferences with representatives of the Job Centre of Wuppertal to present the idea, concrete planning and expectations (March and May 2008). We organised also a meeting with 15 case managers of the Job Centre in Vohwinkel aiming at LernLaden presentation and mutual expectations (October 2008). Another meeting with the project manager of the Job Centre about the financing strategies after the EU-Funding was held in May 2009.

▪ **Bergische Universität / University of Wuppertal**

Meeting with representatives of the „*Bergische Universität Wuppertal*“ with two main topics:

- ✓ Knowledge-exchange about a new culture of learning and its sustainable implementation into different fields of education (university and education centre);
- ✓ To plan a cooperation according students from the University to work in the LernLaden.wtal. Until now we have already 7 students from the

university skilled. They all get a recognised certificate for this on-the-job-training (June 2008).

- **LNBB Berlin**

The LNBB is a network based in Berlin and Brandenburg, which runs four LernLäden.

We agree a co-operation about:

- ✓ Exchange of experiences in running a LernLaden;
- ✓ Further education for LernLaden staff.

- **Quallianz e.V. / Regional network**

The Quallianz is a consortium of 16 education organisations working together since 7 years. On different meetings we presented the KeyShop idea. One result is, that two organisations booked a SEL training, to implement a new culture of learning in their projects.

- **Institut Beatenberg / Switzerland**

In February 2009 a SEL training took place in Switzerland, evaluated by Andreas Müller, director of the *Institut Beatenberg* and author of a lot books and learning materials about self-organised learning. We agree a meeting in Switzerland with some of our staff, to learn from each other about the obstacles to implement a new culture of learning.

Stakeholders' engagement in Italy

The network activated at local level by Speha Fresia includes the following main social actors:

- **Essestore**

It is member of the fair trade community in Rome and it is an important connection between the social cooperatives and the market and it is as well an active place where local associations find the place to organise a varieties of activities (BiblioClub, CineCaffé, BioBar & Risto, Living theatre & music, wine bar, cultural laboratories, parties, meetings, etc.).

- **Auser Lazio**

It is the regional body of a voluntary association of social promotion spread at national level, aiming at fostering the active ageing and the role of elderly people in the society. It was founded in 1989 by the biggest Italian trade union (CGIL) and the retired trade union of SPI-CGIL, with the role to contribute to the social inclusion of elderly people, to improve the quality of their life through the solidarity and the activation of targeted interventions in the local community.

- **Elderly Social Centres**

IX Municipality of Rome: San Giovanni

XI Municipality of Rome: Pullino and San Michele

Municipality of Ciampino: C. Guerzoni, Addis Abeba, Folgarella and Piccolo Principe.

The 7 Elderly Centres were involved both in the training needs analysis and in the co-planning of the study groups:

- ✓ 3 study groups in San Giovanni: 2 about Information Technology (IT) and 1 on Memories of the neighbourhood;
- ✓ 2 study groups in Pullino: 1 on IT and the other one on Ceramic work;
- ✓ 1 in San Michele about Art & Archaeology;
- ✓ 2 in Ciampino on IT.

- **Municipality of Ciampino**

It gave us a great support with the interest of Dr. Emanuela Colella, Councillor delegated for culture and education of this town closed to Rome, and they printed and

diffused banners around the town to promote KeyShop study groups and LLP opportunity for senior citizens.

- **26° Territorial Permanent Centre of Adult Education**, School Umberto Nobile of Ciampino, which hosted two study groups on IT.

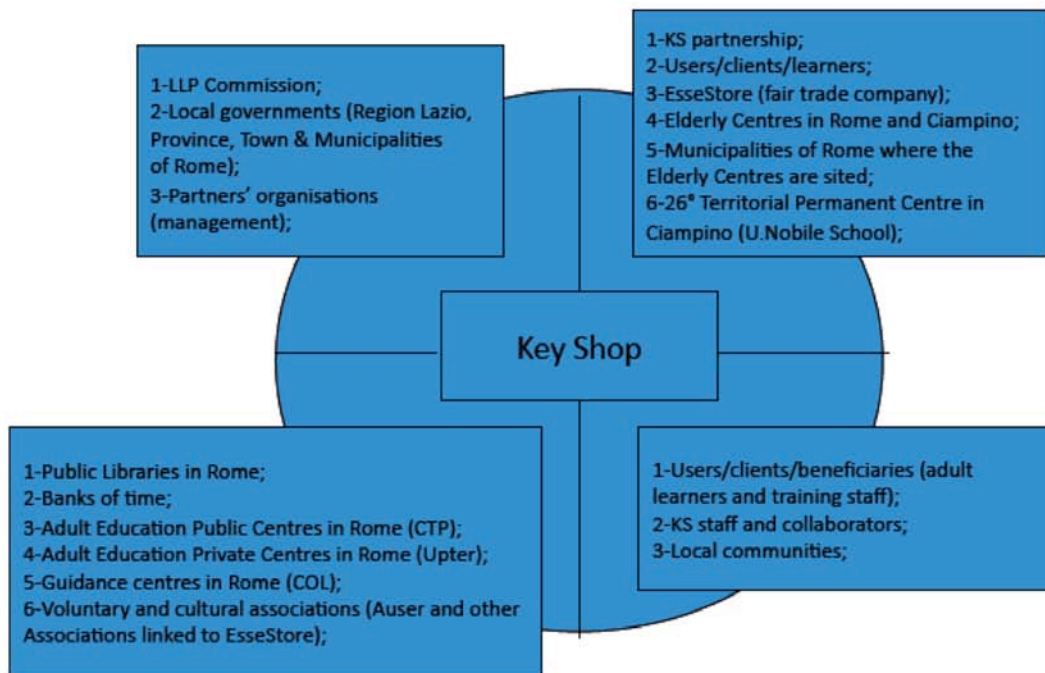
Also other organisations were involved in the project to spread KeyShop philosophy and to engage them in the training for trainers, like **Griot Association**, which is an intercultural association born in 1999 to promote and realise educational and cultural initiatives to contribute to civil and cultural development, fostering knowledge and historical, ethnographic, artistic and cultural values of migrants leaving in Italy.

Sunfly Association is a no-profit organisation born in 2006 with the main goal to help and sustain minors and young people, living in disadvantaged areas of the world fostering solidarity, education and sustainable development. They are working at local level especially with mental disabled young persons with special educational needs.

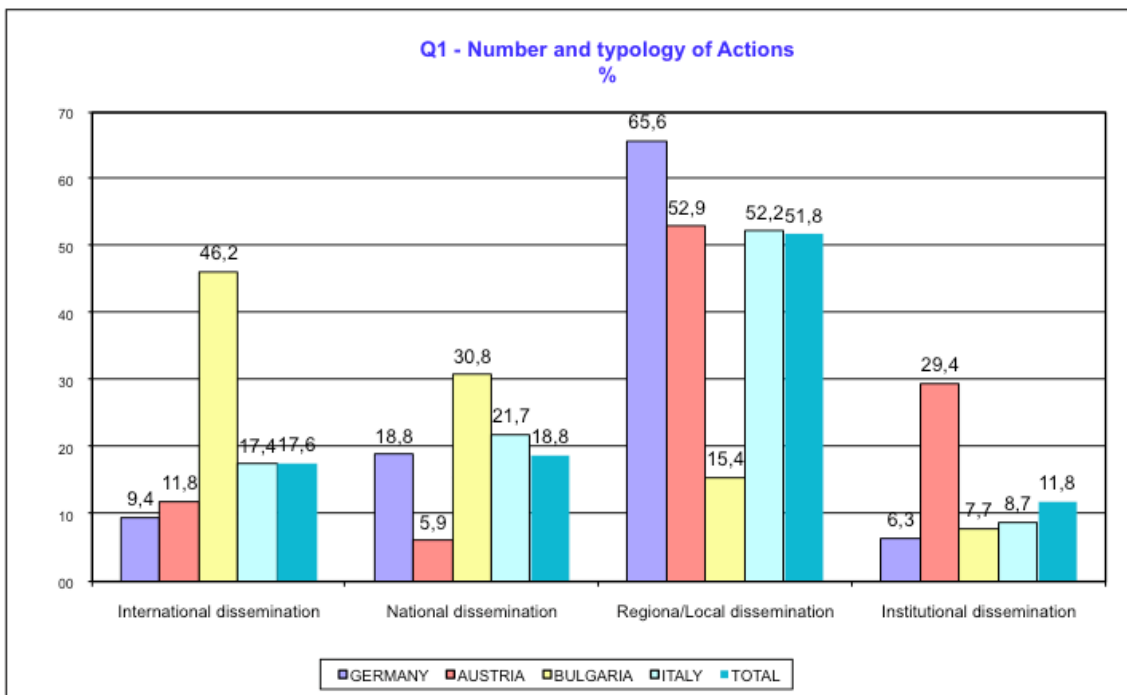
Service Lazio 2000, is the training body of the cooperation movement of Legacoop in Latium region, which counts more than 500 cooperative enterprises. They show interest about the competence analysis model, because they are responsible of an information desk for migrants.

Example of a Stakeholders' Map

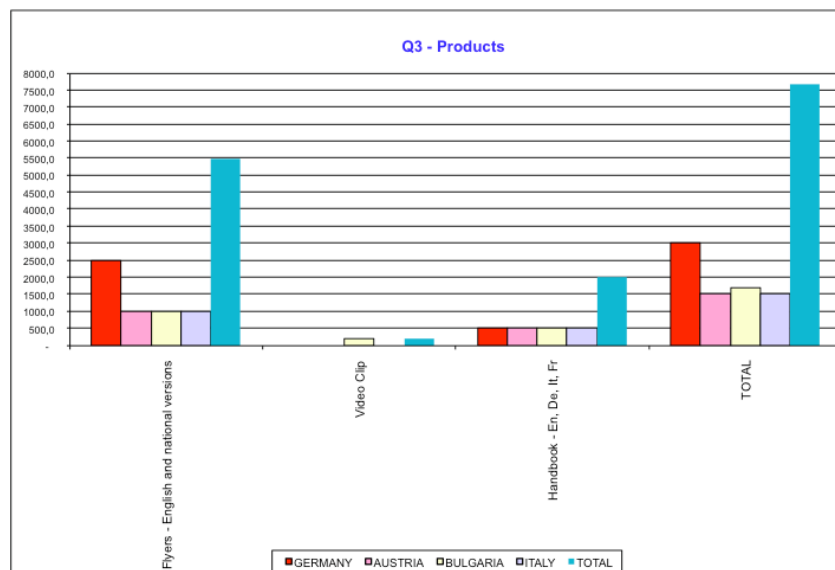
Key Shop stakeholders' MAP in Italy



The networking with the main actors can be also showed by the overall dissemination activities carried out by the whole partnership during the project life, but that will continue also after the project end.



These percentages show the main impacts generated by the partners' commitment in the frame of their specific missions: the University of Burgas with great results in the International dissemination, or the Austrian partner (FBI Centre) that shows its important involvement at local level and through Institutional dissemination. The highest percentage is found in the Regional/Local impact, where the leading partner (Bergische VHS), the Austrian and the Italian ones reached over the 50% of actions dedicated to engage and involve in the project the local targeted networks. The effective results of these activities could be evaluated in the next year, verifying the follow up of KeyShops experience. The dissemination tools are flyers (5,000), the video clip (200), and the handbook (2,000 copies).



How to monitor activities and results

After the Mission statement the partnership has tried to elaborate for the main activities, linked to the objectives expressed in the mission, the more important indicators to monitor and to collect the common information about the on-going evaluation, for the single KeyShop, and within this common framework, to manage to compare the results in the different KeyShops' contexts.

The tool is a simple excel file, with the main activities, the relevant indicators and the source of information, including the responsibility of the connected data.

For the Mission statement we have elaborated it through 4 articles: the main interest (what), the style (how), the environment (where and with whom) and the Option (the originality).

Starting from the Application Form we have extract and discuss our Mission, this is the result:

Mission Articles	From the Application Form	Mission
Main interests	<p><i>It defines the essential reason why this Partnership exists</i></p> <p>The KeyShop is designed to be a meeting point for all people and especially for elderly people. It is a learning space where self organized learning and key skills are learned as a cross curricular competence is offered, foundation of a "New culture of learning". where to get information, advice, bite size learning, training courses and coaching. (...) includes individual information, advice, coaching, competence check KeyShop contributes through life long learning offers to the development of the Community KeyShop is also an advice agency which helps other organisations in the Member States to run an lifelong learning quality management; we offer information courses, train the trainer seminars, accompany the implementation or to open a new KeyShop (2nd generation) entrepreneurial main competences, like learn to learn, information processing and management, deduction, analytical skills, decision making, teamwork, creative and strategic thinking, problem solving, self-management and self-development, flexibility main target group of the research and testing in this project will be the group of older people exchange of knowledge between the learners will ensure several inputs of non-formal and informal learning and create/offer a broad variety of methods including creative and unusual approaches The real and the virtual Knowledge Shop answers to the special learning needs of senior citizens using the results of the study on successful lifelong learning strategies of older people. The concept of the Knowledge Shop includes a library and meeting rooms for different group activities comparable with a community centre but focused on learning.</p>	<p>Key Shop aims to contributing to a New Culture of Learning, promoting lifelong learning, key skills and self-organised learning. It is a learning space, real and virtual, where to get information, lifelong guidance, advice, training courses and coaching targeted to adult people. KS intends to support other EU organisations to run lifelong learning quality management, offering information courses, train the trainers seminars, implementing or opening 2^o generation Key Shops.</p>
Style	<p><i>It describes the modalities, the methodologies, the process to manage the project and the Partnership</i></p> <p>.... strictly follow the individual and holistic approach The philosophy is old, but still innovative: help, to self help. A Shop which is dealing with a delicate good like knowledge / competences needs highly qualified staff. The key person is the trainer to become a Coach need experts with different but complementary fields a self organised setting of life long learning offers will improve the quality, attractiveness and accessibility of opportunities for life long learning all kinds of expert and practical knowledge are integrated different needs and levels are naturally taken into consideration because of the participatory approach for learning and the possibility of every user to offer knowledge / competences by him- and herself as an expert. group learning and integrating methods like theatre pedagogic Self organisation as a basic competence ... and the different methods, like self organised performance, group sessions, learning from each others etc. participatory approach and open space for creativeness. activities include respect for other people and cultures, democracy and tolerance a virtual Scenario Workshop based on the European Awareness Scenario Workshop-method to reach a widespread access to the project results to access adult education in an easy threshold lowering way will develop some kind of checklist for adult learners The approach of self organisation is a very individual one and takes into account different types of personalities trainers as facilitators not teachers and improving their methodological and coaching competences to centre their activities on the needs of learners as the main topic lifelong guidance and needs analyses, competence approach</p>	<p>It supports key competences acquisition and mutual knowledge exchange between learners which will ensure bottom up inputs to non-formal and informal learning, generating a broad variety of methods and learning opportunities for all. KS answers to the special learning needs of senior citizens. As open and attractive space for creativeness, methods are flexible and integrated, strictly centred on individual, holistic and gender oriented, taking into account the different types of personalities and ways of learning. Participatory approach foresees consistent tools, focusing KS activities on the needs of learners and on the high qualification of the staff.</p>
Environment	<p><i>Description of the commitment with contexts/environment (social and physical)</i></p> <p>high quality KeyShop to be in an attractive room Virtual KeyShop as a learning platform for all learners and a network linking the growing KeyShop Community With our important local and regional networks we are sure to win co-operation with partners to open a second generation of KeyShops KeyShop seems to fit perfectly in our already existing systems. the Internet performance of the project and dissemination activities using every partners networks (e.g. the living knowledge network)</p>	<p>KS works in integration with the educational local system, fostering co-operation and stakeholders engagement. The growing of the KS Community and the mutual learning among learners and staff are enabled by the Internet Platform contributing to the European Lifelong Learning network.</p>
Option	<p><i>Description of the aspects which make this project unique and distinguish it from other experiences</i></p> <p>The overall motto is: Learning with fun and high motivation for disseminating a New Culture of learning</p>	<p>To develop and disseminate a New Culture of Learning, KS needs high qualified staff: the key role is played by the trainer called to become a coach and a facilitator of the learning processes. High professionalism is fundamental to practice our overall motto: Learning with fun is possible!</p>

After this phase, we have analysed each actions and for the relevant ones we have selected specific performance indicators. The first article of the Mission is linked to our core actions: Real and Virtual KeyShops, with the specific learning provisions for learners and educators, and how to help other organisation to apply the KeyShop model.

KEY SHOP		
Mission: 1) Main interests	Stakeholders	
Key Shop aims to contributing to a New Culture of Learning, promoting lifelong learning, key skills and self-organised learning. It is a learning space, real and virtual, where to get information, lifelong guidance, advice, training courses and coaching targeted to adult people. KS intends to support other EU organisations to run lifelong learning quality management, offering information courses, train the trainers seminars, implementing or opening 2° generation Key Shops.	KS partnership; Integrated system of culture/education/training/employment organisations (public, private, and 3rd sector); Learners; Learners with special needs; Social welfare system; Teachers/trainers/facilitators; LLP Agency; National and local governments; Libraries and bookshops; formal and informal groups of citizens; European educational networks; other LLP project partnerships.	
Linked Activities/Aims	Indicators	Sources
1.1 Real Key Shop	Type of learning space	Description/Pictures/Video
	Typology and number of learning staff involved	Administration sheets and curricula
	Typology of technical resources available	Administration sheets
	How often come people?	Registration sheets
	Which kind of supply do they use?	Registration sheets
	% between free services and services with charge used in KS	Registration sheets
	What does it mean a New Culture of Learning?	To initiate a forum about this issue on the VKS for final users (national languages) & Virtual EASW to collect feedbacks from teachers/experts also outside the partnership (En)
	Virtual Key Shop testing	Users evaluation
1.2 Virtual Key Shop and Virtual EASW	Type of learning activities: CoP, forum, caffè, mediatech, etc.	VKS Statistics
	Typology and number of learning staff involved	Administration sheets and curricula
	Validation of the product	External experts evaluation
	Typology of technical resources available	Administration sheets and technical plan
	Virtual EASW testing	Internal and External experts evaluation about "The new culture of learning"
1.3 Key Shop Learning Provision for Adult learners	Typology and number/hours of Learning Provision for adult learners	Training programs and materials, calendars
	Participants number, defined by: gender, age, education and employment/unemployment status	Registration sheets
	Motivation for coming and which organisation sent users	Registration sheets
	Quality evaluation, satisfaction degree for users and learning staff	Questionnaires for users
	Training materials produced for adult learners	Description and downloadable from website
1.4 Key Shop Learning Provision for trainers	Typology and number/hours of Learning Provision for teachers/trainers	Training programs and materials, calendars
	Participants number, defined by: gender, age and organisation	Registration sheets
	Quality evaluation, satisfaction degree for teachers/trainers and learning staff	Questionnaires for trainers/teachers
	Training materials produced for teachers/trainers	Description and downloadable from website
1.4 New Generation of Key Shops	Typology and number of contacts with organisations interested to develop Key Shop Model	Websites, Virtual Key Shop, direct contacts with partnership members
	Financial opportunities to fund new Key Shop	EU, National and Local funding policies
	Number of Feasibility Plans	Based on Key Shop Model Business Plan

Within the second article, where we talk about our method of intervention, the indicators selected are the following ones:

KEY SHOP			
	Mission: 2) Style	Stakeholders	
	It supports key competences acquisition and mutual knowledge exchange between learners which will ensure bottom up inputs to non-formal and informal learning, generating a broad variety of methods and learning opportunities for all. KS answers to the special learning needs of senior citizens. As open and attractive space for creativeness, methods are flexible and integrated, strictly centred on individual, holistic and gender oriented, taking into account the different types of personalities and ways of learning. Participatory approach foresees consistent tools, focusing KS activities on the needs of learners and on the high qualification of the staff.	KS partnership; Integrated system of culture/education/training/employment organisations (public, private, and 3rd sector); Learners; Learners with special needs; Social welfare system; Teachers/trainers/facilitators; LLP Agency; National and local governments; Libraries and bookshops; formal and informal groups of citizens; European educational networks; other LLP project partnerships.	
	Linked Activities/Aims	Indicators	Sources
2.1	Supporting self-organised learning	Typology of key competences	Self-organised model
		Key competences/per learners	Registration sheets
		Methodologies and tools targeted to acquire key competences	Handbook
2.2	Mutual knowledge exchange	N° and typology of occasions for mutual knowledge exchange	Learning provision, registration sheets, facilitators reportings
		Participants per gender and age	Registration sheets
		Typology of issues	Facilitators reportings
		Typology of outcomes/outputs	Facilitators reportings
2.3	Learning Methods	Typology of learning methods used in Real Key Shops	Facilitators and project coordinators reports
		Typology of learning tools used in Real Key Shops	Facilitators and project coordinators reports
		Typology of learning methods used in Virtual Key Shop	Facilitators and project coordinators reports
		Typology of learning tools used in Virtual Key Shop	Facilitators and project coordinators reports
		Satisfaction degree for users and learning staff of Real Key Shops	Questionnaires for users and learning staff
		Satisfaction degree for users and learning staff of Virtual Key Shops	On-line Questionnaires for users and learning staff
2.4	Special learning needs	Specific actions targeted to senior citizens	Facilitators and project coordinators reports
		Specific actions targeted to gender issues	Facilitators and project coordinators reports
		Specific actions targeted to disabled persons	Facilitators and project coordinators reports
		Specific actions targeted to unemployed	Facilitators and project coordinators reports
		Specific actions targeted to employed	Facilitators and project coordinators reports

The third article, about the physical and relational environment, we have included the focus on the networking actions and the "integration" perspective of the KeyShop proposal.

KEY SHOP			
Mission: 3) Environment		Stakeholders	
<p>KS works in integration with the educational local system, fostering co-operation and stakeholders engagement. The growing of the KS Community and the mutual learning among learners and staff are enabled by the Internet Platform contributing to the European Lifelong Learning network.</p>		<p>KS partnership; Integrated system of culture/education/training/employment organisations (public, private, and 3rd sector); Learners; Learners with special needs; Social welfare system; Teachers/trainers/facilitators; LLP Agency; National and local governments; Libraries and bookshops; formal and informal groups of citizens; European educational networks; other LLP project partnerships.</p>	
Linked Activities/Aims		Indicators	Sources
3.1	Integration within the educational system	N° and typology of local initiatives	Project coordinators reports, events reports
		Local networking activated by Key Shop	Stakeholders' Map, project coordinators reports
		Acts, agreements, statements	If any, Key Shops philosophy
		Benefits for the Volkhoch Schule system and the Adult Education systems	Project coordinators reports, events reports
		Human resources involved (expertise, time, typology of task)	Administrative and Registration sheets, curricula, working plan
3.2	Stakeholders' engagement	N° and typology of initiatives to engage adult learners	Registration sheets, events reports, virtual EASW
		N° and typology of initiatives to engage adult learners with special needs	Registration sheets, events reports, virtual EASW
		N° and typology of initiatives to engage Key Shop learning staff	Registration sheets, events reports, virtual EASW
		N° and typology of initiatives to engage teachers/trainers	Registration sheets, events reports, virtual EASW
		N° and typology of initiatives to engage local educational network	Registration sheets, events reports, virtual EASW
		Human resources involved (expertise, time, typology of task)	Administrative and Registration sheets, curricula, working plan
		Quality evaluation, satisfaction degree, global understanding and results assessment	Questionnaires, interviews, focus groups, Virtual EASW
3.3	European Lifelong Learning Network	N° and typology of initiatives to promote Key Shop at European level	Project coordinators reports, events reports, links to other project homepages in LLP
		European networking activated by Key Shop	Stakeholders' Map, project coordinators reports
		Acts, agreements, common statements	If any, Key Shops philosophy
		Human resources involved (expertise, time, typology of task)	Administrative and Registration sheets, curricula, working plan
		Quality evaluation, satisfaction degree, global understanding and results assessment	Questionnaires, interviews, focus groups, Virtual EASW

In the last article, about the original option that the organisation intends to foster, we have underlined the following focuses.

KEY SHOP			
Mission: 4) Option		Stakeholders	
<p>To develop and disseminate a New Culture of Learning, KS needs high qualified staff: the key role is played by the trainer called to become a coach and a facilitator of the learning processes. High professionalism is fundamental to practice our overall motto: Learning with fun is possible!</p>		<p>KS partnership; Integrated system of culture/education/training/employment organisations (public, private, and 3rd sector); Learners; Learners with special needs; Social welfare system; Teachers/trainers/facilitators; LLP Agency; National and local governments; Libraries and bookshops; formal and informal groups of citizens; European educational networks; other LLP project partnerships.</p>	
Linked Activities/Aims		Indicators	Sources
4.1	Change: from trainer to facilitator	SWOT Analysis on the new profile	Facilitators questionnaires, competence book
		Methodological advices received by adult learners	Questionnaires, interviews, FG, Virtual EASW, database Virtual KS
		Methodological advices received by trainers/facilitators	Questionnaires, interviews, FG, Virtual EASW, database Virtual KS
		Methodological advices received by the learning staff	Questionnaires, interviews, FG, Virtual EASW, database Virtual KS
4.3	Learning with fun is it possible?	Answers from adult learners	Guest book (real and virtual)
		Answers from trainers/facilitators	Guest book (real and virtual)
		Answers from learning staff	Questionnaires, interviews, FG, Virtual EASW, database Virtual KS
		Answers from project staff	Questionnaires, interviews, FG, Virtual EASW, database Virtual KS
		Answers from educational/training system	Questionnaires, interviews, FG, Virtual EASW, database Virtual KS
		Answers from employment system	Questionnaires, interviews, FG, Virtual EASW, database Virtual KS

Disclosure and Suggestions

Our proposal in the whole is quite complex and to start up a new KeyShop a lot of factors are fundamental:

- The willing of the public or private bodies to invest in learning environments, to make them more attractive and users' friendly, with low entrance thresholds;
- The motivation of trainers, educators, social operators to change their roles and dominant position;
- The availability of public funds to improve the supply of non-formal and informal learning, as a useful bridge to motivate people to enhance their formal education and to foster lifelong and life wide learning;
- The commitment to establish an information system able to connect the objectives and the "good intentions" with the practice, publishing the results and engaging the main stakeholders in a common evaluation, for the continuous improvement of KeyShop supply.

As our experience has showed, the Key Shop should have different shapes, from the complete one of the German prototype, to the "integrated model" tested by the Austrian and the Italian partners.

The first option is the most difficult one, because it is linked mainly to the first factor, which could be realised only with an initial strong investment on structure and equipment, and not always it is possible or it is not a priority for our decision makers. So, to start up this experience, we suggest moving forward the "integrated model", because to offer the standard supply the fund raising is surely more sustainable.

A short economical simulation to finalise a 2nd generation KeyShops sees the main costs for the human resources. As a matter of fact, considering one year of 220 days of activities, we can foresee the following average staff cost:

Human Resources	HR	unit/days	unit rate/€	Total
KeyShop Coach	1	110	€ 320,00	€ 35.200,00
KeyShop Trainers	3	10	€ 320,00	€ 9.600,00
KeyShop Tutor	1	220	€ 240,00	€ 52.800,00
				€ 97.600,00

The unit rates, of course, should be adapted to the local labour market, but we have experienced that with one coach at part time and a tutor full time the main services are covered, and with 240 hours of specialised training actions a wide range of training supply could be available for the KeyShop guests.

To this main cost category, we should add also some fix costs consisting in the rooms renting, the Internet connection, the depreciation of personal computers and other equipment, and specific advertising actions to promote the activities.

If the KeyShop proposal is integrated into an existing "learning centre" the estimation of the human resources should be balanced with the users' number, and the above amounts could be increased or reduced, taking into account the following standards:

- Coach (first interview) 1 hour
- Coaching (individual) from 3 up to 6 hours (standard cases)
- Coaching (individual) from 6 hours up to a dimension calibrated to the individual cases with special learning needs.

Furthermore, in all customers' cases, we invite users to attend to the territorial supply of guidance and training and the continuous relationship among actors of the VET system reinforces the operators' networking practices and increases the clients' learning opportunities.

Plans for the future

The partnership welcomes every organisations or single trainer/educator to get in contact with us to continue our discourse on the KeyShop model: all references will be available on the project website: <http://www.thekeyshop.eu> and on our Handbook where you can find some important details how to set up a new KeyShop.

In **Germany** the Bergische VHS applied for two follow up projects:

Application in 11/08, expected funding from 01.09.2009-31.08.2012.

In co-operation with gbb Solingen (partner organisation) we will open up three new LernLäden in Remscheid, Solingen and Wuppertal. In the areas there are a lot of unemployed people and a high percentage of migrants.

Financial Donors: *Bundesministerium für Verkehr, Bau und Stadtentwicklung*, Berlin
Programme: BIWAQ.

Application in 06/09, to continue the already existing LernLaden (KeyShop) in 2010 evaluated concept of the LernLaden focusing on temporary workers (*Kurzarbeiter*) or employed people in the danger to loose their job soon.

In **Italy** Speha Fresia applied for two follow up projects:

Application in 04/09 to train the trainers of the cooperative and its closer collaborators to deepen the KeyShop model and the SEL method, dedicating 24 hours on the Competences approach and 16 hours on the European Awareness Scenario Workshop facilitated by Gerardo de Luzenberger, certified facilitator for this method, with 15 participants. Financial funding by the Province of Rome, ESF.

Thanks to this funding Speha Fresia dedicates a *KeyShop Corner* in its centre to carry on this experience and to offer to our visitors the chance to start up a self-organised learning opportunity.

Application in 09/09 to run one-year project to set up a KeyShop in our secondary seat in the Region Sicily, town of Ragusa, targeted to overcome the digital device among adult people through the SEL methodology. We are waiting for the selection procedure. Financial funding by the Region Sicily, ESF.

How to contact us:

www.thekeyshop.eu

www.keyshop.bfu.bg

www.lernladenwtal.de

www.thekeyshop.it

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