

KEY SHOP

A NEW CULTURE OF LEARNING

Final Report

Public Part

Project information

Project acronym:	KeyShop
Project title:	KeyShop – a new culture of learning
Project number:	134022-LLP-1-2007-1DE-GRUNDTVIG-GMP
Sub-programme or KA:	GRUNDTVIG Multilateral Project
Project websites:	www.thekeyshop.eu http://KeyShop.bfu.bg www.lernladenwtal.de
Reporting period:	From 01-12-2007 To 30-11-2009
Report version:	Public Report – Public
Date of preparation:	08-01-2010
Beneficiary organisation:	Bergische Volkshochschule Solingen und Wuppertal
Project coordinator:	Martina Kissing
Project coordinator organisation:	Bergische Volkshochschule Solingen und Wuppertal
Project coordinator telephone number:	+49 202 2624626
Project coordinator email address:	martina.kissing@bergische-vhs.de

This project has been funded with support from the European Commission.

This publication [communication] 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.

© 2008 Copyright Education, Audiovisual & Culture Executive Agency.

The document may be freely copied and distributed provided that no modifications are made, that the source is acknowledged and that this copyright notice is included.

Executive Summary

The KeyShop is a development product of the LLP “Lifelong Learning Programme” (Sub programme Grundtvig Multilateral Project), which emerged as an idea during a transnational learning partnership. Together with partners from Austria, Bulgaria, Germany, Italy and an additional partner from Switzerland the project dealt with the sustainable establishment of a new culture of teaching and learning. By a new culture of learning we understand a philosophy principles learning which re-discovers and expands on previous learning experiences – enhances prior knowledge about learning, introduces new options combines all these to meet the demands of today.

At the centre of our “new culture of learning” are the Real and the Virtual KeyShops. The “Shop” is designed to be a meeting point for everybody; services can be used by people of all ages regardless of gender, origin and existing knowledge and strictly follows an individual and holistic approach and over all promotes self organised competence.

To make this KeyShop model a reality it needs 3 pillars (our main work packages): a specially trained KeyShop Coach, a structure which organises all elements of self organised learning and surroundings where these principles can be brought to life.

Therefore all KeyShop services (e.g. information, advice, coaching and training) help to improve people's awareness about their individual learning and performance competences, for work and life in general.

One of our supporting objectives was our process accompanying study “life long learning” . Using biographical interviews we reflected the needs of KeyShop customers (e.g. which competences help to make a learner become successful) one of the important results was: The key person for changing the culture of learning is: the Coach.

The results from this study inform the KeyShop Coach training programme, the services offered by the Real KeyShops and the Virtual KeyShop.

Brief Overview over the main project milestones and outcomes:

- A wide range of dissemination activities have been carried out by every involved partner at local, regional and transnational levels.
- Three Real KeyShops were opened in Wuppertal, Rome and Innsbruck, two using an integrated model. They will continue after the project. As a follow up, grants have been received for three more KeyShops as a “second generation” in Germany and an application has been made for one in Italy.
- The Virtual KeyShop has been created as a mirror of the Real KeyShop
- KeyShop Coach training was held in the form of Workshops, full training programmes and further education. The programme continues to be developed, but keeping as its main topics: highly professional counselling and coaching methods and how to implement the new culture of learning into daily work.
- The Scenario Workshop method, as a particularly good transnational dissemination instrument has been transformed into virtual form.
- The KeyShop project evaluation monitors and benchmarks the Key Shop experiences, based on the Corporate Social Responsibility philosophy.
- A great variety of national and transnational marketing products were produced.

Conclusion: To change the culture of learning is a long long term target.

We are fully aware of this and realise that we have created a good starter cell. And found national and international more good practises. But these principles of learning have to be over and over again spread out, because they are not over all in the heads of people. Depended learning and focusing on deficits is unfortunately still designer of learning processes. But we are full motivated to go on with this way!

In such a short report it is difficult to describe in detail all outcomes (especially changing attitudes) for further information please read our handbook (also available to download on the website) Have a look at our websites or get in touch with us. www.thekeyshop.eu www.lernladenwtal.de <http://KeyShop.bfu.bg>

Table of Contents

1. Project Objectives	5
2. Project Approach.....	9
3. Project Outcomes & Results.....	10
4. Partnerships	18
5. Plans for the Future.....	21
6. Contribution to EU policies.....	22

1. Project Objectives

Principles underlying the project

The main objectives of the project were to create Real KeyShops, a Virtual KeyShop and to develop a specialised training programme for KeyShop coaches. In addition to support the main objectives our aim was to create tools and products on which to base the training programme for Coaches, the implementation of the Real KeyShops and dissemination and evaluation of the project.

Continual learning throughout life is becoming more and more of a strategy with which we can meet the challenges posed by the ever changing demands of life and work. Out of this emerges the need for lifelong learning.

Lifelong learning requires a new culture of learning, a change in the understanding of learning.

For a long time learning has not led to a particular educational level or the achievement of professional qualifications which lead to a job. Today, due to the highly technological and complex structure of the society, learning must be a natural and integral component of everyday life. This change to self-organised learning must always be at the forefront of the minds of those who help and support others to learn.

Helping adults to learn how to learn and develop is a crucial part of the building blocks towards lifelong learning. Much greater efforts are needed to secure lifelong learning for larger numbers of people.

But how does lifelong learning work? We, the project partners, believe that the key to success is for all of us who are responsible for creating an effective learning environment to change attitudes to learning. The project aimed to promote the new culture of learning by providing a variety of opportunities for lifelong learning which are relevant to the new requirements of today. A new culture of learning, however, cannot be achieved just by pressing a button. What is needed is: patience, courage to change things, consistency of approach, on-going learning and a team whose members support each other.

We realise that this is a very long process since many of us, teachers and learners alike, are strongly influenced by a system that focuses on deficiencies and a culture of dependency. The right choice of methods as well as the design of learning facilities should create opportunities for making self-organised learning easier. The fundamentally different perspective of the KeyShop philosophy and the implementation of the Real KeyShop involve a lot of discussion and many changes. People need time to understand and to internalise the ideas. Many adjustments need to be made, both to the physical environment and in terms of attitude.

The „KeyShop – the New Culture of Learning” project idea is the outcome of a Grundtvig learning partnership that set up as its basic aim to change the culture of learning in a way that the learners’ needs take central place. This is how the prototype of the KeyShop was created.

3 pillars are needed for the successful realisation of the new culture of learning and teaching:

Pillar 1:

Structure of the relationship to self-organization: SEL system

Selbstorganisiertes Erfolgreiches Lehren und Lernen is an elaboration of the English Key Skills Model ¹ that was first introduced in 2001 and has been adapted to the German market.

¹ The translation and the adaptation are made by Christian Ballke, associate prof. in the Institute for Researches in Schools and Teachers Training in Bergischen Universität and Gesamthochschule Wuppertal and Martina Kissing, Head of a council and author of many projects in Bergischen VHS Solingen and Wuppertal. Since then SEL system has been constantly tested and developed under the guidance of Martina Kissing and is nowadays used in teaching vocational training and professional supervision to the personnel.

Pillar 2:

Specially trained personnel:

The KeyShop Coach / Training programme

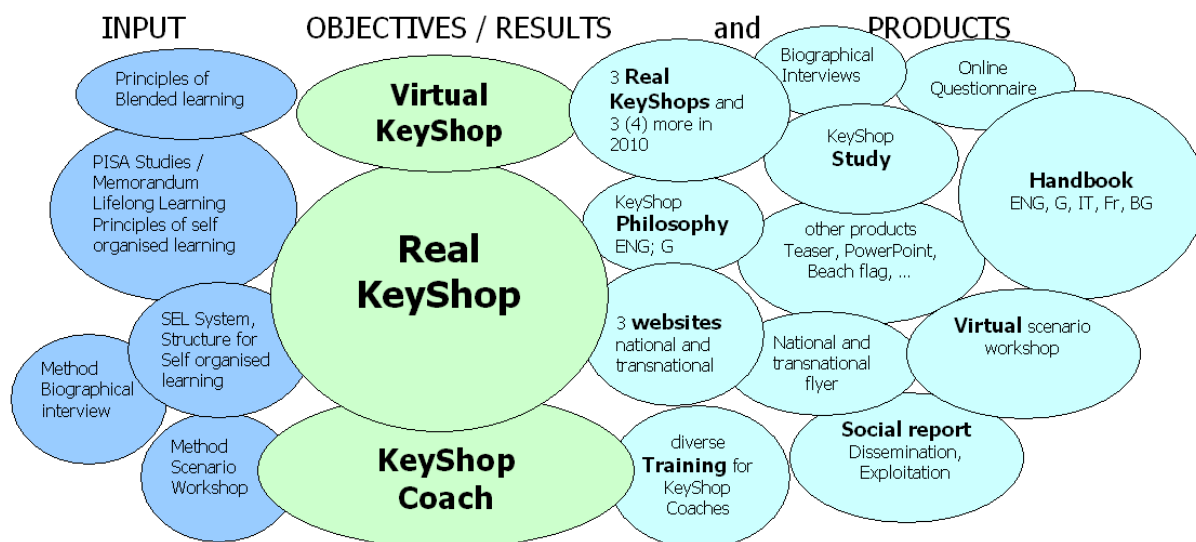
Pillar 3:

An appropriate place for learning:

The Real and Virtual KeyShops

The whole project structure is shown in the graphic below:

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



The Real KeyShop

The KeyShop Model

The Real KeyShop is a learning space where self organised learning and key functional skills are learned following the results of e.g. the Memorandum of Lifelong Learning 2000 and the PISA Studies. The Shop itself, therefore, has to be a mirror of these ideas, the design has to show an open and welcoming learning environment, which provides physical openness (equipment), didactic openness (self-organised learning, open target setting, diversity of methods, individual portfolios, reflecting tools, specialised staff), psychological openness (e.g. intrinsic motivation) and virtual openness (independence of time and space for learners and collaboration among geographically dispersed participants). It is a place which is available for adults who want to continue their education with or without the help of a specialist. In a small shop, in a pleasant atmosphere (like a cafe) the client is offered, together with cake and a beverage, different choices under the motto: „Let’s purchase education”.

The KeyShop's real task is: through expert consultations and professional help to raise client’s interest in education, encourage their desire to learn and to increase their awareness of the benefits of lifelong learning.

Through these consultations, clients are enabled to organise their life, to raise their standard of living as well as increase their participation in social life.

The KeyShop is a place where everybody who is interested can develop their individual competencies (knowledge, skills, abilities) and, if they so choose, to achieve qualifications in communication, application of ICT and numbers, working together, problem solving and improvement of own learning and performance. Acquiring these can be on an individual basis or with a personal adviser, depending on the client’s preferences. The Real KeyShop is a meeting point for all those who want to experience the new or long forgotten feeling:

LEARNING IS FUN.

In the KeyShop we exchange knowledge, competencies and options for lifelong learning. The options are designed to be used by people of different ages irrespective of gender, ethnic origin and prior knowledge. They can benefit from the service in person or in a virtual form. In the KeyShop they can also receive encouragement or be given knowledge by their colleagues. There is an atmosphere of fun generated through holistic learning. The KeyShop serves as a place for meetings and for information exchange for those that want to learn.

One of the main project objectives was to create three real KeyShops in Germany, Italy and Austria. The status of these KeyShops can be seen in section 3 of this report: Outcomes and results of the project.

The Virtual KeyShop

The Virtual KeyShop is an integral, though not essential, part of the Real KeyShop. The main aim of the Virtual KeyShop is to facilitate, support and provide appropriate services to the Real KeyShop participants, providers and end users.

The Virtual KeyShop mirrors the Real KeyShop which is itself based on the holistic SEL system which aims to rediscover and improve competences. Customers can achieve the same qualifications as in the Real KeyShop. The Virtual KeyShop allows learners to benefit from the Real KeyShop options with the help of the Internet and it offers an interactive platform for additional teaching. The Virtual KeyShop offers clients the opportunity to chat with the KeyShop Coach, different experts and / or other learners.

Customers can develop their digital competences for work and life including; the use of computer networks to retrieve, assess, store, produce, present and exchange information as well as gaining emotional support and a sense of belonging and participating in open educational networks.

The reason behind setting up the Virtual KeyShop is the more efficient use of limited resources such as Coaches, space and time, increased flexibility for the client and the option to use the latest technology and to increase the opportunities for transnational co-operation.

The Virtual KeyShop is an e-platform integrating tools and services which should provide efficient and cost effective means of co-operation, consulting, collaboration and implementation of technology, enhanced learning practices regarding individuals and organizations, independent of time, place and pace.

In order for the Virtual KeyShop to be relevant to the rapidly changing needs of the industry and society, it has to be open in respect of future improvements and expansion. Another important requirement is that it is a free platform which is flexible and easily adaptable to the concrete needs and specifics of the organisations implementing it. It is possible for these organisations to customise the proposed system in accordance with their policy, activities, customers, etc.

Developing and Planning Training for the KeyShop Coach

One important qualitative KeyShop feature is the enhanced education and training of the KeyShop team, which is based on SEL and whose aim is to train the pedagogical assistant as a Coach.

Customers to the Real and the Virtual KeyShops are helped to develop their own organisational learning skills and their Coaches need to improve and develop their own personal and professional competences. One important quality standard of our realisation of a new culture of learning is the further education of the KeyShop staff.

Based on the learning culture of the SEL System, the German translation and adaptation of the English Key-Skills Model, a SEL Coach learns to change his attitude and perspective about learning processes.

The essence of the SEL philosophy aims at changing attitudes to participation in continuing education. Competences are rediscovered or strengthened and thus the joy of learning is regained. The system sets great store on new experiences of learning, which do not repeat previous educational obstacles. There is no learning under group pressure, no theoretical learning without relationship to the reality of work or private life, no courses at the wrong time, no lessons centred around a teacher.

The SEL methodology can be applied regardless of the target group e.g. can be adapted to all learners and can be used effectively with people who have been out of education for a long time – a real chance for successful integration into the education process.

This method of learning is suitable for the development of functional skills (team working, problem solving, improving own learning and performance), for people with few qualifications or those with highly specialised ones, and it takes into consideration different styles and rates of learning.

Two main points characterise the SEL KeyShop Coach:

- continuous development of personal and professional competences (e.g. holistic individual approach, active listening, using methods which will enable the learner to become self organised)
- provision of an all-round learning service (information, consultation, coaching, bite-size-learning, support, training.)

One of the objectives of the project was to conduct KeyShop Coach training in Germany, Italy, Austria and Switzerland during the project period and to continuously develop the programme based on feedback from all parties involved using a variety of tools. (See section 3 Project outcomes and results). And in correlation with the SEL system the training programme has to be flexible, open, broad and always a changing process. (see attachment No. 26a-e)

Supporting objectives

Study of lifelong learning biographies

The aim of conducting biographical interviews (Switzerland, Germany and Austria) was to develop an additional tool for the Coach to use to identify clients' needs, motivation, personal learning style, personal resources, feelings and skills in self-organised learning. The method of biographical interviewing can also increase understanding about the problems, obstacles to learning and resources learners experience in their effort to learn for everyday life, job and personal development. Our intention was that this enhanced knowledge and understanding would inform further development of the training for Coaches and additional support tools.

On-line questionnaire

An additional objective was to create an on-line questionnaire to supply further information to help the development of KeyShops beyond the project period and to be used as a direct tool by customers. If trainers and Coaches, and consequently the KeyShop users, succeed in understanding the coherences of life, work and education, we all can all plan lifelong learning more realistically, productively and define goals more precisely. Ultimately, this will lead to greater achievement of the ambitious goal of a new vision of work-life-education-balance useful for all learners in the Real and the Virtual KeyShops.

Virtual Scenario Workshop

The Scenario Workshop is a proven method to improve and manage the dialogue between interested parties and their commitment in order to reach a constructive conclusion towards a common future vision. The workshop also establishes options for action and practical

pathways to a common future scenario. Those involved are motivated to participate in the improvement of their environment and to set realistic targets during a one day workshop. The objective of the project was to develop a virtual version of the method, which could help to disseminate the idea of a KeyShop. The Virtual Scenario Workshop is a web-based software application developed on the basis of the Scenario Workshop method which is supported by a search engine and integrated thesaurus. The implementation of the Virtual Scenario Workshop in the KeyShop learning environment supports and facilitates active involvement of all important and interested KeyShop parties and individual participants as well as of external experts and decision makers independent of time and place in constructive discussions aiming at concrete problem solving or finding solutions appropriate and acceptable for all concerned. It opens great opportunities for generating new ideas and solutions for improvement in respect to individuals and the KeyShop environment as well as for worldwide dissemination of the KeyShop idea.

2. Project Approach

Independent action and strengthening the sense of responsibility of each single individual in lifelong learning is our overall approach. The hallmarks of our counselling, coaching and training sessions are esteem, respect, recognition, trust and empathy.

Each of the project outcomes reflects this underlying philosophy. All the described basic principles of our approach are considered and standardised by the SEL System. The essence of the SEL philosophy is:

- a change of attitude towards learning
- preparation for lifelong and life-comprising learning, a readiness which has become indispensable for both integration into the world and for jobs and qualifications
- an absolutely individual approach which is applicable to all target groups
- suitable for all levels of qualifications from basic skills qualifications to high level specialist qualifications

The acquisition of competences can take place independently and / or with personal learning support according to individual preferences. The central point of reference for all our activities and services is the customer on whom all our work is focused. Counselling is based on the principles of Gender Mainstreaming and Diversity and customers are treated confidentially and discreetly. The KeyShops reinforce the contribution lifelong learning makes to social cohesion, active citizenship, inter-cultural dialogue, gender equality and personal fulfillment.

The strong commitment and engagement of the partnership, based on the shared experience of a previous three year learning partnership, were fundamental to guarantee open discussion about the on-going progress, with transparency and critical debate. This process generated self-evaluation reports and stimulated evaluation paths to the main stakeholders, through the implementation of Social Reports of the Key Shops.

Therefore, to implement a Quality Plan based on the Social Responsibility approach, we followed these stages:

- Project consortium's engagement to adopt this process and agreement about partnership values
- Project Mission Statement
- Activities Plan linked to the Mission
- Stakeholder mapping and engagement (as part of the Social Report; attachment No. 16)
- Selection of appropriate indicators for each activity / stakeholder to measure performance
- Identification of information sources and responsibilities
- Implementation of the information system

- Publication of the Annual Social Report and continuous stakeholders' engagement

To implement Social Reporting we have referred to the "Copenhagen Charter" process and to identify and classify our stakeholders we have used an adaptation of the Zadeck ¹ model.

The overall project approach to identifying and achieving objectives has been through active and lively discussion between all partners during transnational meetings.

The tool developed to collect data and information contains the KeyShop philosophy, the linked activities, the performance indicators and sources of information. Linked to this tool are questionnaires and interview templates designed to collect information monitoring the progress of the establishment of KeyShops. Communication between the main stakeholders was further reinforced and enhanced by the use of a clear map of the major players. This helped the partnership and the KeyShops to better target their communication efforts and to guarantee a continuous exchange among people and organisations involved.

The virtual tools created (the project website and the Virtual Key Shop) increased the diffusion of our on-going progress. They are consistent with the whole philosophy, including individual responsibility and active involvement, containing interactive tools and the Virtual Scenario Workshop which further contributed to the stakeholders' engagement.

3. Project Outcomes & Results

The following chapter "project outcomes and results" is in the frame of this report too short to give a complete and overall impression of all our activities and products. For further information please have a look at our three websites, where all relevant products can be downloaded or read our handbook: www.lernladenwtal.de, <http://KeyShop.bfu.bg>, www.thekeyshop.eu

Prototype: KeyShop in Wuppertal / Germany; LernLaden

In August 2008 the prototype (LernLaden Wuppertal) opened in Wuppertal / Germany. The event attracted a lot of attention from politicians, multipliers, potential customers and the media.

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.

¹ Dr. Simon Zadeck is Managing Partner and Director at Axxountability, a Visiting senior fellow at the central of Government and Business of Harvard University's Kennedy School.

Website: www.lernladenwtal.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. (see section 5).

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.

Integrated KeyShop Model in Innsbruck / Austria

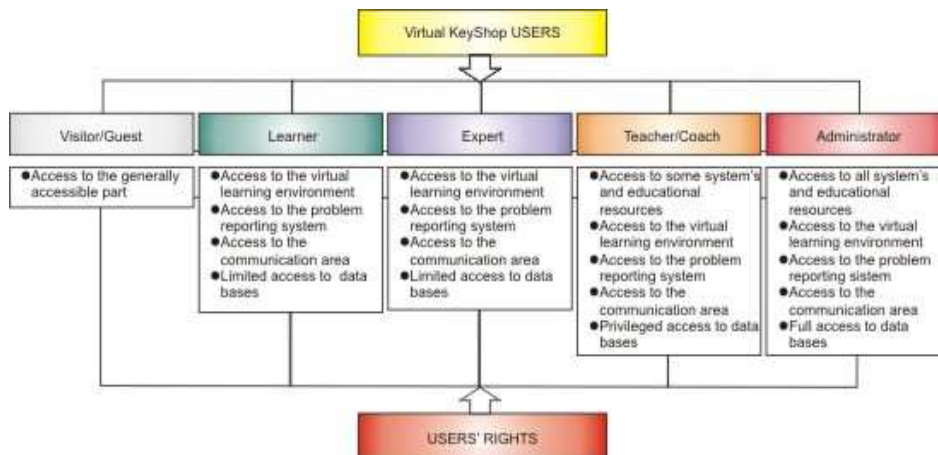
After discussions with the leader of the Volkshochschule in the Tyrol featuring a PowerPoint presentation produced earlier, specifically for this purpose, as part of the project, it was agreed that a modified version of the KeyShop prototype would be more appropriate to local circumstances. The Real 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.

Virtual KeyShop

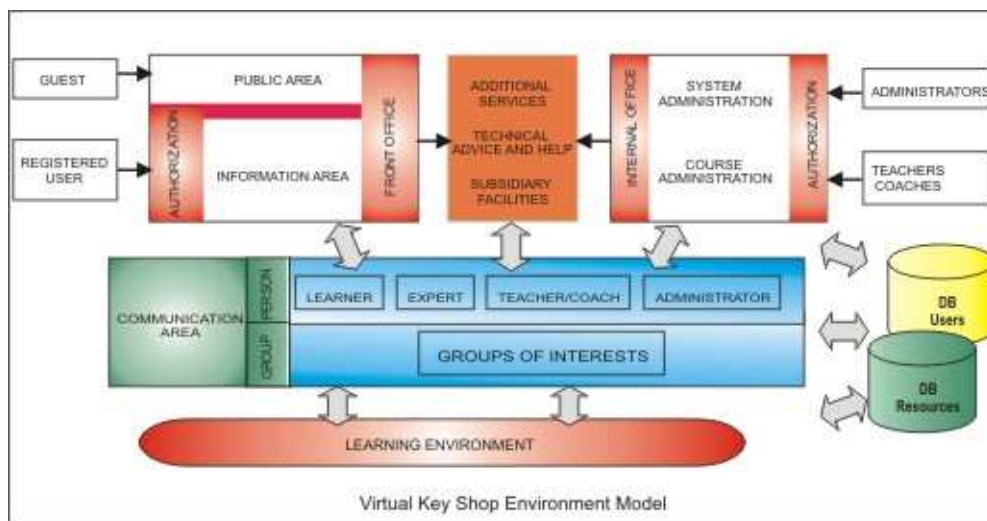
As mentioned above the Virtual KeyShop mirrors the Real KeyShop, follows EU guidelines and is suitable for all users. It is structured into a training area and a communication area. The communication area consists of a set of instruments promoting collaborative activities e.g. a chat room, news section, web-conferencing facilities and a virtual lab. The training area provides links to the local e-learning system in partner organisations.

The Virtual Key Shop is a platform for e-learning, e-practising and sharing of knowledge, information, experience and documents in an electronic format. The Virtual KeyShop

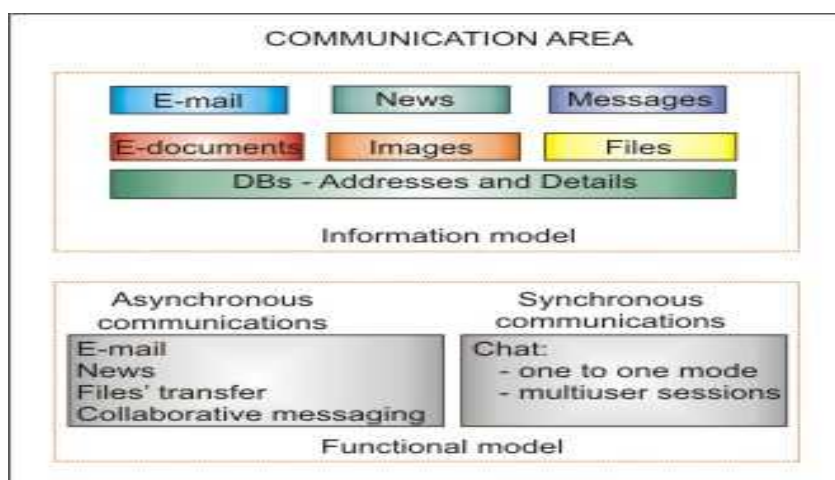
prototype development is an important step of the overall system development cycle. The designing methodology of the environment has been developed in accordance with the system approach. Five categories of users were defined and their rights are specified in Figure 1:



The object-oriented approach has been used for the development of the system model, represented in Figure 2, where the functional requirements are represented as objects and classes. This model was used in order for the platform to be analysed.



The Virtual KeyShop communication area, whose model is represented in Figure 3 (Communication Area), comprises of tools for asynchronous and synchronous communication among users and groups.



Virtual KeyShop modules:

Reception area

The welcome area mirrors the Real KeyShop welcome area in terms of atmosphere and attractiveness. This module also briefly presents available services for potential new users.

Registration

This architectural module registers and authorises users observing appropriate policies and legislation. This module also contains the problem reporting system.

Personal Training Centre

Here Virtual KeyShop customers can follow links to the Real KeyShop Coaches or learners so they are able to make use of all available services and facilities.

Mediothek

The library is separated into two parts: the open part (accessible to any user) and the private part where multimedia materials are accessible only to users with appropriate authorisation. The key part of this module is the search engine.

Café & Contact Point

The key part of this module is the communication system allowing synchronous and asynchronous communication. The functions include: free e-mail and e-mail management facilities, one to one messaging as well as multi-user chat, asynchronous collaborative messaging, a database which lists participants' personal details and their preferred communication method(s), tools for dissemination of news and announcements.

Community of Practice

This includes tools which support virtual communities of practice (groups of interests), focused idea sharing and shared activities.

Part of this module is a system based on the European Awareness Scenario Workshop method which is a tool supporting and promoting the process of decision making and problem solving in different situations and contexts.

Consulting Point

This module comprises a database with information about experts in different subject domains with corresponding contact information. An important part of the module is the search engine allowing participants to find contact information about those experts who could help them to solve given problems through virtual and / or real consultation. Further experts are included from time to time.

Fun Point

This module comprises an entertainment area which presents games and music link lists, jokes rubric, interesting facts rubric, etc.

Have a go at using the Virtual KeyShop at the website under <http://KeyShop.bfu.bg>

The Virtual KeyShop in the German language available on www.thekeyshop.eu offers additional tools in this area: the LLL-Checklist we created as a result of the analysis of the biographies, the language level test, a checklist for goal setting and an on-line portfolio for all users who are registered, which they can save and use during all their sessions.

A second part provides users with information about regional educational options linking the

website with the interactive learning sessions of the websites of educational organisations. The website is linked to tools on the internet, evaluated and tested by all German speaking partners.

The entertainment sector offers links to websites around learning and information to provide the users with fun and amusing tools including a dictionary in 'Austrian' and German language, a lexicon of mathematics, a DVD on our planet and its development.

The Italian version of the Virtual KeyShop www.thekeyshop.it contains the training courses launched through the KeyShop project in Rome and Ciampino, the list of experts for contacting them, the training materials realised through the KeyShop project experiences and some interesting links about cultural entertainment and further education opportunities.

Training time table for KeyShop Coaches

Members of the consortium were given a brief introduction to the SEL system as part of the second project meeting. After this and on the basis of the SEL Training for KeyShop Coaches the content of the programme was created and further developed throughout the project period. Workshops were held in Germany, Italy, Austria and Switzerland.

One of the main aims of the initial three training sessions (Germany, Austria, Switzerland and Italy) held by Martina Kissing, was to get the commitment of Coaches to the KeyShop philosophy quality standards. The other aim was to generate multipliers within the consortium for a second generation of training.

Because of language difficulties a different approach was adopted for the Italian partner staff. Two Italian KeyShop Coaches received on-the-job training in the Real KeyShop in Wuppertal. Elisabetta Cannova conducted a short training session on the KeyShop philosophy. Further training took place in Italy which included participants from five organisations interested in the KeyShop model. In preparation for this training handouts were translated into Italian and an interpreter (German / Italian) actively participated in the training.

In Switzerland the VSV organised the KeyShop Coach training in February 2009, conducted by Martina Kissing. Representatives from the VHS in every Canton of Switzerland participated in the training and Mister Andreas Müller, an external evaluator, was engaged to evaluate the quality of the training. The idea of the new culture of learning was well received by the participants.

Experiences from this initial training combined with feedback from training participants and KeyShop customers informed improvements and resulted in a second generation of training. A second generation of training has already been held in Austria and Germany and has been planned for Italy:

In Austria Dr. Gabriela Schroffenegger led the follow up training in September 2009 with 16 participants including representatives from NGOs dealing with women from a migrant background (with little experience of education), Coaches, people from organisations supporting unemployed people to bring them back to the labour market and teachers.

In Germany the staff of three Bergische LernLäden (Remscheid, Solingen and Wuppertal) was trained to become KeyShop Coaches. Further regular training sessions based on the experiences of the KeyShop project will follow to help them to deepen their understanding of the philosophy and to help them solve any problems.

Feedback from the biographical interviews and the study has reinforced the need for specialised training of Coaches. The analysis identified the impression by clients of a lack of variety of methods in previous learning processes, that support and encouragement of self organisation is rare and many learners do not know their best way to learn.

Conclusion: So the expectations of and demands on a KeyShop Coach are much greater with the ever faster changing world of education and it's pursuit of lifelong learning.

To change the attitude of pedagogical staff it needs more than 1 or 2 training sessions. Ongoing continuous further education for Coaches is important because the focus is on the fundamental change of role and attitude. In addition Coaches need to develop a wider variety of methods, coaching competences like handing over responsibility, awareness, sensitivity and patience.

Tools and products to support the main objectives

Biographical Interviews and Study

An analysis has been produced of the 12 biographical interviews conducted in German in Switzerland, Germany and Austria. This investigates the main factors supporting lifelong learning during different periods throughout life taking into account the combination of life, work and education. The method of biographical interviewing increases understanding of the problems, obstacles and resources learners experience in their effort to learn for life, a job and for their own personal development. The study on lifelong learning biographies has been published on the project website not only in English, but also in German and Italian and a chapter of the handbook for educators (see below) has been dedicated to these issues.

To find a direct connection with the real and the virtual KeyShop we also developed a Lifelong Learning Checklist from the findings of the study to support the users of the KeyShop. It is also usable in the virtual platform.

In Italy, the training needs analysis was carried out during two focus group meetings in the Elderly Centre of San Giovanni in 2008.

Project Websites

Three websites with different characteristics and target groups have been created and are continuously developed and updated.

Reflecting the whole project we designed (leading partner Austria) the www.theKeyShop.eu which shows the project planning and structure, the partner organisations, project activities, outcomes and results and offers some services for instance the on-line questionnaire, a picture gallery and a guest book. It is addressed to multipliers on a European level.

All documents are available in English, most of them in German and Italian and some in French.

The Virtual KeyShop can be viewed on <http://KeyShop.bfu.bg> The Virtual KeyShop is implemented in the project website. (www.thekeyshop.eu)

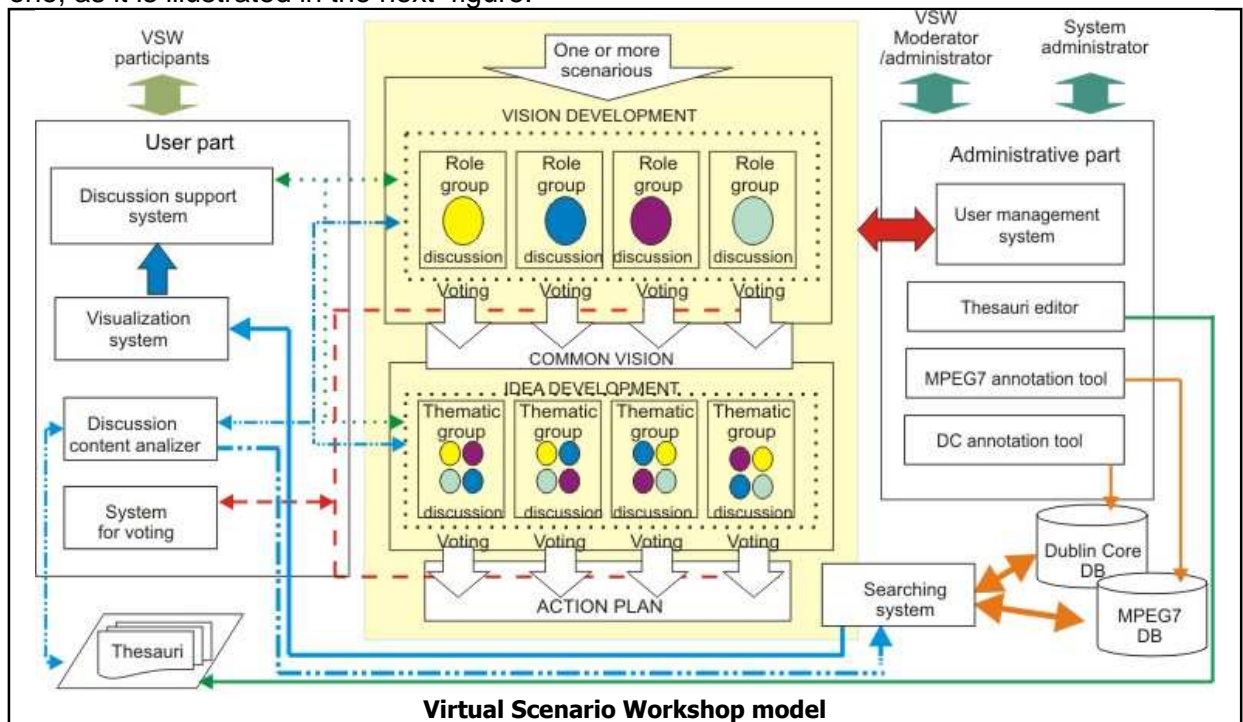
On the website www.lernladenwtal.de you can find information for local clients (current services) and information for multipliers who are interested in starting up a new KeyShop. It was a prototype for websites in Austria and Italy.

Virtual Scenario Workshop - a dissemination tool

The Virtual Scenario Workshop (based on the European Awareness Scenario Workshop; EASW) is a web-based platform adapted by the Austrian and Bulgarian partners to assist the implementation of the KeyShops. Central to this method is the dialogue which creates an opportunity for sharing experience and knowledge about existing barriers and possible solutions. This leads to the development of new knowledge as well as new ideas and proposals for policy. The results of the workshop can, therefore, serve as valuable input for a public debate on different topics. The establishment of the method in virtual space

contributes to independence in terms of time, location and speed. The systematic approach is the basic fundamental of the applied methodology. During the development cycle several methods and interoperability standards have been taken into consideration and used.

The infrastructure of the proposed solution comprises two parts – an administrative and user one, as it is illustrated in the next figure.



The administrative part comprises the following sub-systems:

User management system. Using the system functionality and services, the moderator grants the participants access to the VSW platform, divides them into groups following the EASW methodology, starts and stops the processes of discussions and voting in the role and thematic groups, follows the discussions and vote, summarizes the results from the vote and presents them to the participants.

Thesauri editor – an editor for editing and updating the thesauri.

MPEG7 and DC annotation tools - The administrator and workshop moderator have services and tools which enable different content objects (articles, books, multimedia objects, etc.) to be appropriately annotated and stored in the database – repository intended to collect and preserve different intellectual outputs in digital form. All objects are annotated by standardized descriptions in accordance with the DC and MPEG-7 interoperability standards.

The user part comprises the following sub-systems:

Discussion support system – this system provides parallel virtual spaces, where the participants in the role groups (Step 1.) and in the thematic ones (Step 2.) debate on the topic set by the moderator, exchange information, opinions, attitudes, ideas in a text-based form.

Discussion content analyzer – For each of the already started discussions the system follows the activity of the participants in the discussion (their speeches), extracts the words and, using Thesauri as a base, these words (their synonyms, related, narrow or associated terms) are sent over to the Searching system as key words which are used for searching reference materials.

Searching system – Defines queries for searching reference materials in MPEG7 and DC data base by using the key words passed on by the Discussion content analyzer. The system exports the links to the already found reference materials, annotated with the respective key words to the Visualization system.

Visualization system – provides links to the materials of the participants in the discussion. If the participants want, they can see the presented materials by activating the respective links.

System for voting – organizes the voting process in accordance with the EASW

methodology

The first test of the virtual scenario workshop took place in November 2009. The main question for the scenario setting part was “A new culture of learning is realised in 2020, what is your vision for this new culture of learning?” The four interest groups were: the KeyShop partners, experts in lifelong learning, learners and decision makers. In addition representatives from a number of other organisations also participated. (See the graphic in the section on Partnerships)

Project Handbook

“New Perspectives, Motivation, Structures ...for all who want to create better learning processes”

The handbook is the overall project product which provides a comprehensive summary from the project idea to a support system for implementation for potential KeyShop multipliers our approaches, solutions, products and more.

The target groups are all people which design learning processes, but also it is useful for trained KeyShop Coaches for their ongoing work and for dissemination activities of multipliers after the project duration.

The handbook is available in 5 languages (German, English, French, Italian and Bulgarian) as a download on the project website and will be professionally printed by February 2010. (attachment German handbook version No. 20)

Products connected to the Real KeyShops

KeyShop philosophy

- All the principles of our new culture of learning and aspects of selling “education” are summarised in the philosophy which is available in German, Italian and English. (see attachment No. 17, 18)

Teaser

- Automatically running powerpoint presentation showing the main objectives of the Real KeyShop to attract people. Available with German and English subtitles. (see attachment No. 22, 23)

Flyers

- All together we have four flyers, three national flyers (German, Austrian, Italian) used for KeyShops in Rome, Innsbruck and Wuppertal. Also we have an international flyer which supports the whole project. (see attachment No. 19)

Beach flags

- In the integrated KeyShop model in the Volkshochschule in Austria beach flags are displayed to attract attention. (see attachment No. 21)

Evaluation and Dissemination Strategy

- **Guidelines for semi structured interviewing** – a catalogue of questions focusing on personal data, education, attitude to learning, vocational training, occupation and potential obstacles.
- **Online Questionnaire** – a technical representation of interview guidelines which automatically produces a graph which shows the learning biography
- **Analysis instruments** – comparison of the life biography with the learning biography.
- **Social report** – a summary of all measurable outcomes of the common project
If – like in our case – the overall aim is to spread a new culture of learning then dissemination and sustainability activities are automatically included. All partners of the consortium worked intensively and with great motivation on dissemination and exploitation.

- One chapter of the social report lists all activities at local, national and international levels.
- The KeyShop Social report and graphic “dissemination results” can be found in this report. (see attachment No. 16; 16a - f)

In particular, the active involvement of the Swiss partner positively contributed to the wider dissemination of the project ideals.

- **Inspections** - Members of the consortium conducted an evaluation process by visiting each KeyShop to share experiences and good practice.

LernLaden, Wuppertal

- A team from the LernLaden Berlin visited the LernLaden in October 2008 for a two day working meeting to exchange experiences and give help for problems like customer acquisition, coaching training etc.
- All project partners held an inspection meeting in the LernLaden in December 2008

Elderly centre in Rome October 2009

- During our last project meeting in Rome all partners visited the Elderly Centre Pullino. The partners had the opportunity to check and evaluate the efforts achieved in one-year's experience of the integrated KeyShop.

- **Evaluation instruments for the Real KeyShop, Wuppertal**
Customer feedback form

A voluntary feedback form for customers which was completed by 200 visitors with the following results:

- 80% came frequently
- 90% were satisfied with the KeyShop Coaches
- 98% liked the atmosphere
- 75% had the feeling “they had learned something”

The full results can be found in the attachments No. 25b.

Guest book from the Real KeyShop in Germany (see attachment No. 25a)

External evaluation of the Training for KeyShop Coaches

The third KeyShop Coach Training, held in Switzerland in February 2009, was evaluated by Andreas Müller. Andreas Müller is an author, assoc. Prof. and Head of the Beatenberg Institute. His works, relating to his intensive practical and theoretical contacts on basic principles of learning, can be found in many books and other publications. (see: www.institut-beatenberg.ch).

In his report he commented that the KeyShop ideals are very close to the approach he realised in his Institute, and he is actively disseminating this through lectures and publications.

The fourth KeyShop Coach training held in Italy March 2009 was evaluated by all participants. (see attachment No. 27)

4. Partnerships

Quality of the consortium

All of the project partners have extensive experience in European project management and / or delivery. They have built up strong links with one another through working together on a former Learning Partnership project, where basic ideas were set down for this project. They are each experts in their own fields and work strongly together sharing their expertise. This

helped a lot with time management and with assuring the quality of all the work packages which were complex and very diverse. The specialists in the project team acted as leading partners on different work packages according to their expertise.

The German partners are very experienced in the development and implementation of a new culture of learning (SEL system) in various projects on international, regional and local levels. Also designing and delivering the training in the SEL system is one of the competences in which they are highly-qualified.

The Austrian partner is a specialist in the biographical interviewing method and is highly experienced in research activities in general. Team members work in adult education with specific participatory training skills.

The Italian partner, very active in the fields of research, training and local development, has extensive experience of biographical guidance targeted at the inclusion of marginalised groups into employment and at enterprise creation (entrepreneurial skills).

The Bulgarian partners from the Burgas Free University specialise in researching and developing IT solutions.

The great variety of expertise represented in the consortium increased the pleasure of working together and the quality of the outcomes.

Additional partner VSV Switzerland

One of the first dissemination successes of the project was that the additional partners from Switzerland were interested in the project and joined the consortium at an early stage. Their skills and expertise complemented that of the consortium very well.

A visible value of the consortium is the breadth and quality of the networks where the members are active which began before the project, expanded during the project and will continue to act after the project as a motor to increase the number of people who are working with the new culture of learning. To successfully change learning culture you have to have sustainability.

Networks

All partners have extensive and successful experience of working on national and transnational partnerships. And through this have built up effective networks and networking competences.

Some examples are listed below:

University of Wuppertal / The LernLadenwta works in co-operation with the University of Wuppertal. They are together focusing on the topics:

- a new culture of learning and its sustainable implementation into different fields of education

- placements for students to be included as part of their bachelor studies. This brings a much wider range of talents and pedagogical expertise to the LernLaden, enables the operating hours to be extended and gives the Coaches more time to work with customers. Selling education requires a lot of support services from people who have a good understanding of the needs and methods of lifelong learning. It is a win/ win situation, the university students are able to gain practical experience and have the opportunity to gather evidence for their certificates from a registered certification centre for the University. This cooperation continues in the three new follow-up LernLäden. We recommend this as a model for running KeyShops.

LNBB Berlin, Germany. The LNBB is a network based in Berlin and Brandenburg which runs four LernLäden. Right in the beginning of the project we had a 1st meeting with the leader of the network and agreed a continuous exchange of knowledge and experiences, discussed the interfaces of the concepts and planned future co-operation in training in the SEL system and the acquisition of new learners. In co-operation we designed together the philosophy and some marketing tools to attract new learners (e.g. the cards as vouchers for short training sessions). During the project we had three work meetings, one in Wuppertal, as an inspection with three Berlin colleagues and two in Berlin.

The FBI Centre, Austria is a partner organisation in the active knowledge network of **European Science Shops**. The managing director is a member of the advisory board of the Tyrolean Volkshochschule. The FBI Institute also generated a one-day version of the Scenario Workshop without pre-prepared scenarios and tested this new tool in different environments.

For the last few years Speha Fresia, the Italian partner, has been working in partnership with local organisations in the integrated system of education, training and employment. It also has strong networks links with 3rd Sector bodies and social cooperation organisations. It is a member of different consortia of the cooperative movement in Lazio and Sicily. The main associate partners are **Essestore**, a fair trade shop, and **Auser Latio**, one of the most well known voluntary associations for senior citizens. Speha Fresia has also organised 2nd generation training with educators from other organisations dealing with education for specific target groups, like **Sunfly Association** engaged in projects for young people with special learning needs (mental and physical handicaps), with the **Griot Association**, committed to a project for people with migrant background and with Service Lazio 2000, engaged in training actions for workers in cooperatives where a lot of women and people with migrant background are employed.

Main network partner and co-operation



5. Plans for the Future

Lifelong learning in the meaning of the Memorandum means to change the culture of learning. There have been lots of discussions and projects but a fundamental change has not happened. To do this requires ambitious work packages and a great deal of drive of energy. This is what we experienced as a consortium, especially under the pressure of project duration. Even if our project objectives seemed overambitious, the content demands it, and we have created a good starter cell.

The enthusiasm with which we are still keeping to the main aim of spreading a new culture of learning is the best assurance of continued exploitation and dissemination. In concrete terms this means:

Opening more KeyShops (also integrated models)

Increasing the number of KeyShop Coaches

Attracting more learners to Real and Virtual KeyShops

In order to achieve this we have reviewed and refined our strategy for acquisition:

- Multipliers need experience to further develop their selling competences
- More targeted marketing materials for different target groups e.g. heads of organisations, pedagogical staff, potential customers / learners, funding organisations, politicians, co-operation partners
- The most important selling aspect: Changing a culture is a long long term aim
- People must be accompanied and supported during the ongoing process of becoming a Coach
- As a recommendation for implementation we believe it is essential not to change the fundamental pillars. Keep in mind the high ideal, but you can start with small achievable steps:
- Allow yourself time to change the learning culture, because it has personal, personnel, organisational and therefore financial implications.
- If you do not have enough money, space, trained staff, equipment start with the integrated model of the KeyShop, but do not lose sight of the principles.

Follow up projects

- In Germany, in cooperation with gbb Solingen the Bergische VHS has been given a grant to open three new KeyShops. They are opening in February and March 2010.
- In Austria, the FBI Institute is continuing to develop the Real and the Virtual KeyShops in co-operation with the Volkshochschule.
- In Italy Speha Fresia in Rome, as regional certificated guidance and training centre, decided to embed the SEL system within its working instruments and to dedicate a specific space to continue this service, but we have also presented a new project proposal for our secondary seat in Sicily through the ESF.
- The results of the biographical interview study are also being used in other projects in

which the FBI Institute is involved, for example IMPROGE dealing with the problems of keeping elderly people in the labour market and COMBAT dealing with competence based guidance in a lifelong perspective.

- Germany has agreed with Andreas Müller to have a further education for the whole German staff.
- In Switzerland the VSV (Verband der Schweizerischen Volkshochschulen) is working together with Andreas Müller in the promotion and implementation of the new culture of learning in the VHS in Switzerland, potentially more than 100.

6. Contribution to EU policies

The KeyShop project makes lifelong learning a reality and disseminates a new culture of learning. Its focus on different levels of work packages (specialised study, Real and Virtual KeyShops, the training programme for KeyShop Coaches, etc.) has helped to implement a new culture of learning.

The KeyShop concept and realisation is

- a contribution to realising lifelong learning as one of the basic principles of the EU. It is an instrument supporting active citizenship and better integration of people into the labour market, the demands of which are rapidly changing. The project has made a serious contribution to the development of this idea from a key word to intense vitality. People who aim at learning need guidance, skills and tools to achieve these goals. The consortium has developed a self organised approach to lifelong learning based on the understanding that learning is a never ending process which must sometimes be professionally guided.
- a contribution to the central aim of the EU “self organisation of citizens and participation in decision making and community life”. The project helps people to re-discover and improve skills useful in these processes.
- a bridge between formal, non-formal and informal education
- promoting learning for elderly people who suffer more than others from the digital divide and, at the moment, in most countries few take advantage of new technology. KeyShops provide an answer to this need, enabling people to become familiar with ICT, learning with pleasure and fun.

The long term aim of the project is sustainable and wider implementation of a new culture of learning ideally done in the form of KeyShops. As learning places, KeyShops offer a common philosophy, equipment and highly qualified staff (multipliers) all of which guarantee the reality of lifelong learning (Lisbon Objectives).