



Key Competences Kit for facing Lifelong Learning

Newsletter

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 www.keycompetenceskit.eu

Partners of the Project:



Associated Partner:



Promoter:



KeyCom Kit is a Grundtvig Project, Multilateral, Development of Innovation – framed in the Lifelong Learning Programme and managed by the Education, Audiovisual & Culture Executive Agency (EACEA) with a duration of 24 months (end of 2008 to 2010).

Fundación Metal Asturias, as Project promoter leads the partnership constituted by the following entities: Institute for Vocational Advancement in Upper Austria (BFI) – Austria, University of Craiova – Rumania, Social Policy Unit – Lithuania, Institute for socio-scientific consultancy GmbH (ISOB) – Germany, Marie Curie Association – Bulgaria, Student Computer Art Society (SCAS) – Bulgaria. The General Directorate of Vocational Training – Education and Science Ministry of Principality of Asturias participates as associated partner.

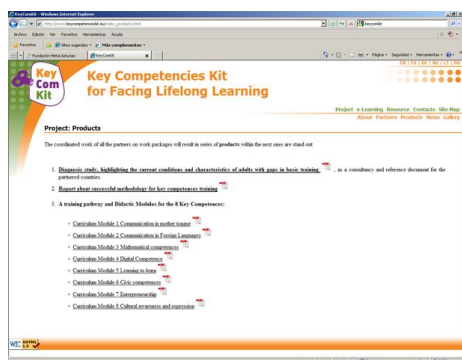
The main aim is to offer a quality methodology and didactic materials focused to the acquisition of the 8 key competences of the Lifelong Learning recommended by the European Commission among adults with lack of training and education gaps in order to strength their personal fulfilment, social inclusion and employment access/improvement. Such acquisition should be essential in the chance of access to the labour market and/or employment improvement as well as the adaptation to new challenges arisen in the globalization process in which we are immersed.

OUTCOMES / RESULTS

2nd KeyCom Kit Transnational Meeting: Presentation of the "Diagnosis study about the current conditions and characteristics of adults with basic educational and training gaps"



The overview of this study gives a fundament, guideline and conclusions for the development of curricula and training of the eight key-competences within the project for Initiatives for vocational qualification and reduce drop outs.



Some Pictures taken during the meeting expositions:

Throughout the 15th and 16th of June, 2009, the second transnational meeting of the KeyCom Kit Project took place in Linz, Austria. Bfi presented the "Diagnosis study about the current conditions and characteristics of adults with basic educational and training gaps" as leader of this work package. The work methodology followed for this study elaboration combined the bibliographic research of the main statistical indicators at educative level, and those regarding the social status of the beneficiary groups of the project with information gathered through structured qualified interviews addressed to experts in the adult education context. The aim was to let to know first-hand information about the problems in relationship with the basic competences learning and the mean national strategies put in practice with the targets covered by the project.



Report about the development of a successful methodology for designing the 8 key competences training

Following the findings detailed in the diagnosis study, a second report was produced to address **the research and development process for establishing a successful methodology to design the training on 8 key competences**. The main goal in this regard was to elaborate a critical method that will be used for delivering a creative, competent and autonomous training actions that will properly piloted with the interest project groups covered by the consortium.

The training structure is based on the **European Credit Transfer System (ECTS) and supported by blended learning** as long as this structure is the most recognizable framework for designing innovate training modules for Adults Education around the Europe. The didactic approach is focused o the target-group-orientated design and the trainer qualification.



KeyCom Kit Thematic Seminary, Plovdiv

The procedure for KeyCom Kit methodology validation was performed after to organize to a thematic seminary in Plovdiv Bulgaria (May 09) with the goal to introduce the project approach and findings of the state-of-art study and create the environment to provoke discussions and getting feedback about blended learning and methodologies used in adult education.

Then, the conclusions were presented during the Project Technical meeting in Linz (June 09) and the partners decided to use a validation questionnaire to training providers, experts in the field of Adult education and staff directly involved in adults education in their own countries. The results of this validation questionnaire again confirmed that the suggested developed methodology would be successful which is a very important evidence to start the development of the 8 modules about the 8 key competences.

Curriculums development

The 8 Curriculums for the 8 Competences modular kit have been already finalized. Their elaboration mean a high effort by the partners to reach a balance among the essential knowledge, skills and aptitudes referred the European Frame of Key Competences and the contents adaptation focused to adults with training and education gaps as well as the pedagogical approach established. These curriculums constitute the **start point for the modular development work to be carried out from now.**

Although all of them show a ratio theory/practical exercises (2:1) with a estimation duration of 16 hours it is important to note that **the general organization of the workload will be determinate later on by specific learning paths depending on the specific target group and their needs.**

Some of the target groups will probably need adaptation of the curricula and the learning content which should be coherent with their individual needs.

SOME DISSEMINATION EVENTS

Following the wide dissemination activities undertaken during the Project launching time, the recent months have been characterized by different thematic events organized in the respective partnered countries aimed to introduce the project and the first studies about the "current situation and characteristics of adults with basic training gaps" and "development of a successful methodology for designing the training delivering of the 8 key competences".

It is worth mentioning the huge effort performed by **Marie Curie Association** with the involvement in the organization and attendance to different events framed in the Lifelong Learning field and taking advantage for disseminating the project and its products:

- Presentation of the project during the **Contact seminar within Lifelong learning organised by National Agency** 14 February 2009, Sofia Bulgaria.
- **Lifelong learning Conference**, 22 February 2009, Varna, Bulgaria.
- Presentation of the project in front of project managers of LLP project, Plovdiv 07 March 2009.
- **Thematic seminary for the short-term beneficiaries of the project**: adults 55+, low qualified workers, unemployed, premature school leavers etc. (Sliven, Panagyurishte, Hisar),

- Presentation of the project during the **KeyCom Kit Seminarie**, (Plovdiv, 22 de Mayo de 2009).
- **Fair with attendance of the Minister of Education and Science, Minister of Labour and Social Affairs of Republic of Bulgaria** – 10 May 2009, Plovdiv, Bulgaria.
- **Presentation of the project during National Education Fair** – 02 June 2009, Plovdiv, Bulgaria.
- Marie Curie Association held its conference entitled **“Creativity and Innovative Solutions in Training of People with Disabilities”** on 11 September 2009 in Sofia. The results of Key Competencies Kit for Facing Lifelong Learning were showed in the second part of the conference.



KeyCom Kit handout published in **bfi newspaper**:



Gesundheit und Migration

Der Aspekt der Migration ist in allen Gesellschaftsbereichen von zunehmender Bedeutung. Elementar für Lebensqualität und -standard ist dabei natürlich auch das Gesundheitswesen. Welche kulturellen Unterschiede sind hier zu bewältigen und müssen von Ärzten, Krankengemeinschaften, Therapeuten, etc. beachtet werden? Wie beispielsweise sehen andere Kulturen Themen wie Krankheit und Tod? Was lassen sich sprachliche Hindernisse in organisatorischen und diagnostischen Bereich überwinden? Dies sind einige der Kernthemen des Leitungs. Die Besonderheit dabei: Die Hälfte aller TeilnehmerInnen hat einen migratorischen Hintergrund, alle sind im Gesundheitsbereich tätig. Neben theoretischen Leitungsmodulen weist das Projekt einen starken Praxisbezug auf.



Baubeginn für Produktionsschule in Leonding

Im Rahmen einer Pressekonferenz am zukünftigen Bauplatz in der Polizeistraße in Leonding wurde am 24. September die Errichtung der nun 4. Produktionsschule des BFI ÖÖ präsentiert. Diese wird mit Unterstützung der Stadtgemeinde Leonding und der Sozialabteilung des Landes Oberösterreich sowie des Arbeitsmarktservices errichtet.

Der Leondinger Bürgermeister Mag. Walter Brunner, Soziallandesrat Josef Ackerl, BFI-Direktor Mag. Othmar Friedl und der Leiter des AMS Traun Mag. Karl Steingger informierten über das Konzept der Produktionsschulen, das ursprünglich aus Dänemark stammt und über die Beweggründe zum Bau.

Die Aufnahme des Betriebs der BFI-Produktionsschule Leonding ist für das 2. Halbjahr 2010 geplant. Ein weiterer Neubau ist neben Leonding im kommenden Jahr auch für Ried geplant.



Tandem - Mentoring für MigrantInnen

Menschen, die an Migrationsorten nach Österreich kommen, haben vielfältige Qualifikationen. Die Kenntnis verschiedener Kulturen, Fremdsprachen und die individuelle fachliche Ausbildung sind ein großes Potenzial. Um dieses Potenzial optimal nutzen zu können, braucht es Partizipation, Netzwerke und Förderung. Das Projekt Tandem ist ein individuell gestaltetes Mentoringkonzept, das für beide Seiten spannende Entwicklungsmöglichkeiten bietet.

Tandem richtet sich an MigrantInnen, die sich beruflich und persönlich weiterentwickeln und -sollen wollen und durch Kontakte mit MentorInnen aus verschiedenen Berufsbereichen profitieren wollen. MentorInnen sind Führungskräftige, Personen in Schlüsselpositionen und/oder Selbstständige, die sich für einige Monate zur Verfügung stellen und als RatgeberInnen und BeraterInnen, ihre Erfahrungen mit den MigrantInnen teilen.



Projekt Keycomkit in Linz

Das von der europäischen Kommission geförderte Projekt Keycomkit entwickelt ein blended learning Angebot mit Trainingsmodulen und Trainingsunterlagen zur Aneignung der acht Schlüsselkompetenzen des lebenslangen Lernens für Übergangslernende.

Das BFI ÖÖ übernimmt in diesem Projekt die didaktische und inhaltliche Aufbereitung der Kompetenz „Kulturbewusstheit und kulturelle Ausdrucksfähigkeit“ und erstellt eine Diagnose-Studie über die Bedingungen und Charakteristika der Zielgruppe. Alle aufbereiteten Module werden von allen Partnern in den jeweiligen Ländern geteilt und stehen dem BFI ÖÖ nach Priorisierung zur weiteren Verwertung zur Verfügung.

Um die weiteren Produktivität zu planen, haben sich die europäischen Partner aus Rumänien, Litauen, Bulgarien, Deutschland und Spanien im Juni im BFI Linz.



On the other hand, **Fundación Metal Asturias** publishes the article titled **"KeyCom Kit: 8 Key Competences in Europe"** in **FUSION Magazine**, specialized in culture, society, entrepreneurship etc with high print rate in Asturias (December 09).

"This European project favours the design of methodological tools and didactic materials focused to the acquisition of 8 key competences by adults with education and training gaps. Fundación Metal Asturias and other 6 entities from the adult training scope in Germany, Austria, Rumania, Lithuania and Bulgaria enable this new package of didactic resources.



 Keycom Article in FUSION magazine

PROGRESS REPORT

November 30th, Fundación Metal Asturias, as promoter of the Grundtvig project "KeyComKit_Key Competences Kit for facing Lifelong Learning" _ KeyCom Kit submitted the Progress Report to the Education, Audiovisual and Culture Executive Agency. All supporting documentation required, technical and administrative as well as the copies of all products attained following the project schedule and planned activity was sent to the EACEA for approval.

NEXT MEETING

Plovdiv - Bulgaria (March, 2010 – 15th -16th)

Next meeting will be held in Plovdiv on March 15th and 16th, 2010, in which the experiences will be shared, as well as the results got in recent working months. The modular kit will be presented in this meeting, as well as the required strategies and plan for implementing the training course of 8 key competences.

PARTNERS OF THE PROJECT



Foundation for Training, Qualification and Employment in the Metal Sector in Asturias (Fundación Metal Asturias). Spain

Private organisation without profit purpose focused on the development of any kind of activities, at the social and labour field, aimed to promote training and professional qualification as well as labour improvement of the metal sector in Asturias. It develops services linked to the training – employment pairing and its activity includes occupational training, training plans, surveys, consultancy, projects and community initiatives.



BFI – Instituto para el Desarrollo Profesional en Austria Superior. Austria

One of the biggest institutes for vocational education and training in Austria. BFI educational services are focused to: training and further education for unemployed people, technical and clerical, social and third sector professions; vocational further education for employed people; officially recognised schools for employed people and preparation for university-entry; measures for social and vocational integration of disadvantaged groups on the Labour Market.



University of Craiova. Romania

It's main mission is to promote and develop teaching and research activities, in order to contribute to the regional and national welfare. It comprises 16 faculties offering a wide field of study programs in humanistic, polytechnics, history, economics, agriculture, law, theology, arts, and so on.



Social Policy Unit. Lithuania

Mission of the SPU is to combat social exclusion by promoting principles of sustainable human development and lifelong learning. Areas of specific expertise: - employability competence and social skills as a pathway to equal employment opportunities and community building; synergies between adult informal and formal education; gender mainstreaming.



Institute for socio-scientific consultancy GMBH. Germany

ISOB is a private research and development institution. Fields of work: organizational development of enterprises, public sector and third sector (non-profit organizations); HRD and vocational training in enterprises and in training institutions; labour-market research; evaluation and quality assurance of projects; practical development work with enterprises and training institutions are accompanied by scientific consultancy and formative evaluation of the project processes.



Marie Curie Association. Bulgaria

It is a non-profit, NGO having extensive knowledge of issues in relation to mentoring, informal learning, education, training and employment. It has managed and co-ordinated several international projects in the field of setting – up mentoring schemes, ODL and e-learning, career guidance, prequalification, employment, laboured law consultancies, mentoring, networks of employers of disability, validation of non-formal and informal learning practices, education, and unemployment mostly for disabled people.



Student Computer Art Society (SCAS). Bulgaria

It is a national non-profit NGO that focuses its efforts on: modern media and communications; youth information processing and delivering, training and counseling of young people and NGOs on ICT and modern media, work with disadvantaged youth, intercultural learning, vocational training, life-long learning, project management, career development, etc.