



**Key Competences Kit**  
for facing Lifelong Learning

# Newsletter

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 [www.keycompetenceskit.eu](http://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**

*Piloting the KeyCom Kit blended learning course*

After the completion of the design and development of the new materials for the key competences training course and the implementation in the KeyCom Kit platform, different piloting experiences were organized and monitored in the countries partnered in the project (Austria, Bulgaria, Lithuania, Rumania and Spain). **The Transferability Report** elaborated by **SPU** in Lithuania constitutes the findings of the project.

The main idea of the report is to demonstrate in practice how the training path works in different target groups and models of training delivery, reveal its advantages and disadvantages with the aim to help potential users of the project products to avoid possible mistakes and to benefit from product advantages.

The composition of target group, models of training delivery and other testing conditions significantly differ from country to country that makes any cross-country comparisons methodologically inconsistent. This fact, however, does not reduce the value of obtained testing results, which qualitatively illustrate most important aspects of training delivery models functioning for different target groups.

Actually in the Project website [www.keycompetenceskit.eu](http://www.keycompetenceskit.eu), you can find detailed information of the KeyCom Kit pilots, training actions delivery and organization as well as the internal and external effectiveness of the blended learning. The report includes successful stories to bring us closer to real experiences live by the KeyCom Kit students. The main focus of the course testing in the different countries is briefly commented next:

✓ **BFI - Austria**

Under the slogan **“KeyCom Kit” in action**, the testing experience was integrated as a part of the labour market service training course guided by two experienced tutors. The participants of the course were young unemployed people looking for a job. Although all of them were focused on job search, they expressed the obtained profit from some of the modules, especially those related to communication, problem solving skills and entrepreneurship.



✓ **Fundación Metal Asturias– Spain**



The foundation piloted the course through its integration in the local **Workshop Schools**. They are educational programmes cofounded by the city council which combine the vocational training with the professional practice related to jobs with social and general interest.

In brief, the goal is to improve the employability of youngest citizenship for their job placement. Around 60 people received the the training under the prism of a **new e-learning tool** for supporting the acquisition of knowledge, attitudes and skills related with **secondary school certification**.

✓ **Marie-Curie Association – Bulgaria**

The Bulgarian partner tested the blended course with different unemployed targets: young people at risk of social exclusion, unemployed disabled people and adults (55+). Some of the many favourable comments expressed at the end of the course reflect the satisfaction for the training action experience:

- *“I am very enthusiastic to participate in initiatives such as KEYCOMKIT project since for me as an adult learner is very important to continue with my lifelong learning.”*
- *“I started to speak English with friends and I could continue to improve my English speaking skills.”*
- *“Now I know the main steps in the Entrepreneurship issues and I will start to make my own business company.”*
- *“Even that I am disabled person I am feeling much more confident in order to find the best job for me.”*



### ✓ SPU – Lithuania

Implementation of KCK took place under the ongoing project **“Reducing risk of social exclusion in vulnerable families: lifelong learning, employability, community building”** with the participation of long-term unemployed inhabitants of deprived areas, aged 55+ and with different education levels (primary school, specialized secondary, secondary). Two outstanding conclusions after the course end are related the following:

- *All trainees who passed training in KCK decided to continue learning and acknowledged that training empowered them with knowledge and allowed consciously choose other training programmes.*
- *All trainees emphasized that without assistance from trainer and learning atmosphere created by functioning community based learning centre they will never start any training.*



Training moments in Troskunai



Training moments in Pakalniai

### ✓ University of Craiova - Rumania

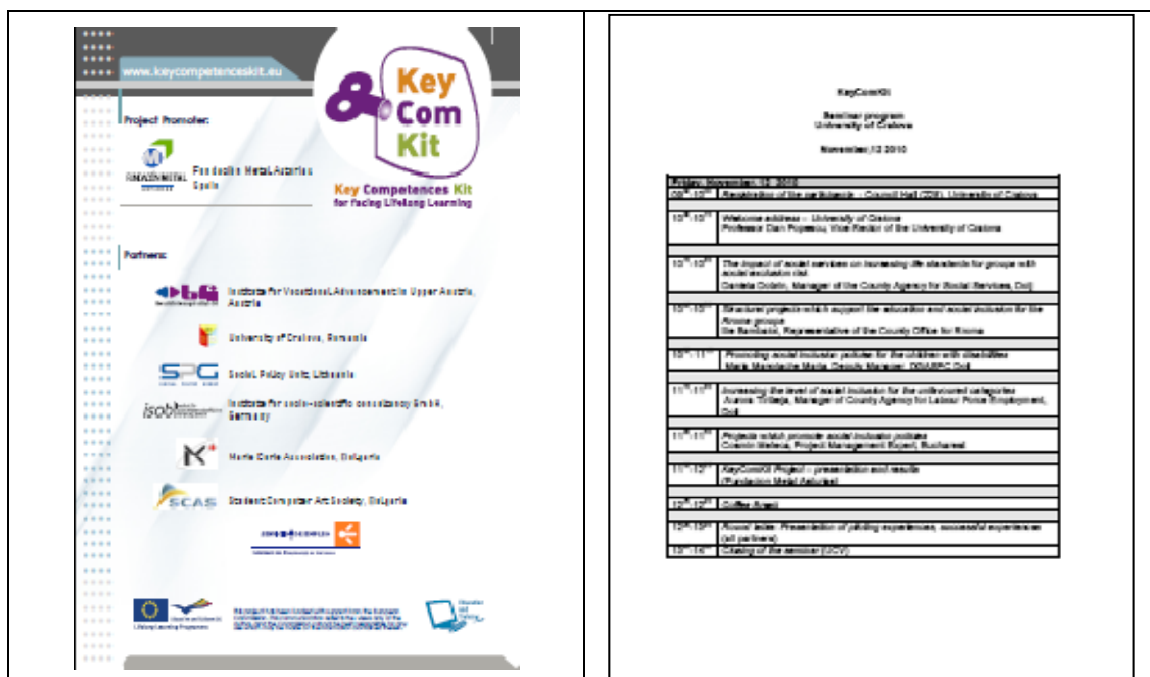
In Romania, trainers got in touch with the human resource managers and the trade union leaders in the **industrial plants and factories near the city of Craiova**. They talked to the people who got unemployed in the last period (24 months) and asked them if they wanted to follow some training courses, without financial obligations. Trainees expressed the need to go in deep with the Modules of **Communication in foreign language and Digital competence due to the possibilities of communication abroad and the advantages of the new technologies of information**. The weak point of the course is the lack of personal computers to follow the training at home.

**Final Seminar in University of Craiova**

The Final Seminar of the KeyCom Kit project was celebrated in the University of Craiova, Rumania. This was the most outstanding event organized along the two years of activity due to the chance of introducing all the products and results developed for the seven partners in the project aimed to support the training of adults with gaps in education.

As promoter of the project, the Fundación Metal Asturias was in charge of the KeyCom Kit introduction and the achievement of the objectives explicated in the frame documentation of the partnership (2008). Next, a panel of experts, constituted for representatives of the National Agency of Employment, Director of Human Resources of Ford – Romania and experts in the management of adult training projects were in charge of introducing the different policies, actions and projects of socio-economic inclusion carried out in Romania in the scope of the employment, education of roma adults, handicapped groups etc.

Finally, each KeyCom Kit partner related the pilot experience of the blended course “8 Key Competences” in Austria, Bulgaria, Lithuania, Rumania and Spain.



Poster and Agenda of the Final Craiova Seminar

*Some Pictures taken during the seminar expositions:*



3<sup>rd</sup> KeyCom Kit transnational meeting

### RECENT PUBLICATIONS OF INTEREST

**Substantial private funding: Financing of continuing education in Germany Minorities** <http://www.infonet-ae.net/infoletter6-2010.pdf>

(extracted from **Infoletter** - Information on Adult Education and Lifelong Learning in Europe n Nr. 6 2010)

**How to promote social media uptake in VET and adult training systems in Europe – practical example of the “SVEA” European project.** Social media applications such as Twitter, blogs and Facebook are used more and more in our daily personal and professional lives. Also, many educational institutions are becoming increasingly aware that such social media applications can be effectively integrated into their learning and lifelong learning delivery systems.

(extracted from [http://www.elearningpapers.eu/index.php?page=doc&doc\\_id=17588&doclng=6](http://www.elearningpapers.eu/index.php?page=doc&doc_id=17588&doclng=6))

**Key indicators on education.** The indicators show how much is spent on education and how education systems operate.  
([http://www.oecd.org/document/55/0,3746,en\\_2649\\_37455\\_46349815\\_1\\_1\\_1\\_37455,00.html](http://www.oecd.org/document/55/0,3746,en_2649_37455_46349815_1_1_1_37455,00.html))

**Council conclusions on increasing the level of basic skills in the context of European cooperation on schools for the 21st century.**

<http://register.consilium.europa.eu/pdf/en/10/st14/st14948.en10.pdf>  
Cedefop Newsletter no. 8 – January 2011

### END OF THE PROJECT

The Multilateral Grundtvig project "KeyComKit\_Key Competences Kit for facing Lifelong Learning" \_ KeyCom Kit ended the last 31<sup>st</sup> of December. Fundación Metal Asturias, as promoter of the project will submit to the Education, Audiovisual and Culture Executive Agency the Final Report before the end of February 2011 according with the deadline specified in the grant agreement.

### 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.