



## PILOT EVALUATION REPORT - SUMMARY

A brief report that summarises the main findings of the full Key-PAL evaluation report, in terms of successes and challenges, good practices and lessons learned, support for users and tutors, recommendations for ePortfolio developers and the impact on pilot organisations and any other groups or agencies.

### MAIN PROJECT OUTPUTS

- *Benchmarking Report – a survey of the key or essential skills that are recognised throughout Europe*
- *Pilot Programmes – projects in Wales, France, Germany, Scotland, Slovenia and Switzerland to explore the use of different ePortfolio approaches and tools to assist young people in the acquisition of key skills*
- *Users' Guide – a practical handbook to be used by young learners, to assist the development of key skills using ePortfolios*
- *Tutors' Guide – a manual of background information and good practice for ePortfolio tutors*
- *Network of Experts – educators and trainers working with disadvantaged young people who can assist in establishing the validity of ePortfolio to develop key skills*
- *Recommendations – for all relevant public and private services, and for the developers of ePortfolio technologies and tools*

### PILOT PROGRAMMES

- *6 different organisations in France, Germany, Scotland, Slovenia, Switzerland and Wales completed pilots*
- *A total of 77 learners took part in the pilots, 36 were female and 41 were male. For the purposes of the project young people were defined as those aged between 16 and 25 years*
- *The users were drawn from many different social and educational backgrounds, including different linguistic backgrounds, the unemployed, those without formal qualifications or with only basic qualifications, special needs, and young offenders*
- *Key skills were benchmarked across Europe in an exercise that identified common key skills - 8 different skills were identified: communication in a first language, communication in a second language, mathematical literacy, ICT skills, learning to learn skills, interpersonal and civic competencies, entrepreneurship, and cultural awareness and expression*
- *Different ePortfolio tools were explored to see what was available, and tools were selected and used in the pilots to reflect the different needs of different learners*
- *A Users' Guide and a Tutors' Guide for using ePortfolio with young people was created by the partnership*

### ePORTFOLIO CONCEPTS

- *For many users, tutors and organisations, ePortfolio is a new and innovative concept - but there was general support for the idea of using ePortfolio in the context of developing key skills with young people*
- *The intervention of mentors or tutors was instrumental in enabling learners to understand what ePortfolios were, and what they might be used for*

### WHAT WERE THE SUCCESSES?

- *Positive ideas predominated*
- *Learners were able to sustain their learning for longer*
- *Learners developed their self-confidence*
- *Learners developed their ICT skills*
- *Tutors developed their ICT skills*

### WHAT WERE THE CHALLENGES?

- *Learners whose first language was other than English had difficulties with the English language interface of certain ePortfolio tools*
- *The degree of commitment needed from the learners was underestimated, and the levels of support required from tutors was substantially higher than initially anticipated*
- *For users with very basic ICT skills only, the creation of ePortfolio itself was a great challenge*
- *Selection of an ePortfolio appropriate to the target users and the organisation was both difficult and yet critical to the process*

### WHAT GOOD PRACTICES WERE IDENTIFIED?

- *Using games and quizzes as an introductory and engagement tool*
- *Using learners to interview each other and then use the results as the content of their ePortfolio*
- *The creation of CVs using ePortfolio content*

### WERE THERE ANY LESSONS LEARNED?

- *Tutors must have confidence in using the ePortfolio, from the practical experience of creating and using it*
- *Reasons for its use must be clear to all participants*
- *Two important technical factors emerged – regular and reliable ICT and internet access*

### RECOMMENDATIONS FOR ePORTFOLIO DEVELOPERS

- *Developers could allow limited access for potential users (including employers) with password controls etc*
- *Include different levels of access and password functionality*
- *Include entry and engagement prompts such as games or quizzes – and practical functions such as a CV wizard*

### IMPACT

- *The introduction of ePortfolio seen as positive and now working to extend it throughout the learning programmes of organisations*
- *Other parts of the organisation became interested in ePortfolios and wish to start similar projects*
- *For traditional organisations, more acceptance of this non-traditional documentation of skills*