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Accelerating Coaching and Counseling
through e-Tools and innovative Training

Evaluation and Piloting Report

Project Number: 2018-1-DE02-KA202-005177

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KSL – Study Centre

Finland



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Introduction

Piloting process in Finland

We implemented the pilot course starting October 2nd and ending October 28th. Our pilot course included two guided webinars. A start-up webinar, where the structure of the platform was introduced together, and the participants' interests and expectations were reviewed. In the final webinar, participants were able to share experiences with each other and we also collected free comments and wishes about what kind of training structure would support this online training material in the future.

In this pilot course, we had 15 participants from different organizations and professional groups. These professional groups and organizations represented the various partners and target groups of the KSL Study Centre.

The Evaluation and Piloting report includes summary of the three evaluation and recommendations that rise from the evaluation and the free comments of the last webinar.



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I. Results of Pre-Evaluation

Participants

We had altogether 15 participants, of which 73 % female, 20 % diverse and 7% male. The median age of participants was 41-50 years, but we had participants from all age groups (18-30, 31-40, 41-50, 51-60 and 60+), the biggest group was 51-60 years old (33 %).

Experience

Our participants had also various experience in the field of guidance. Answering categories were: no experience, 1-3 years, 3-5 years and more than 5 years. Only 13 % had no experience at all and 47 % had over 5 years of experience in guidance practise. The median answer was 3-5 years of experience. The experience in the field of guidance with hard-to-reach-groups was very even in all the categories (same categories as previous). Median answer was 3-5 years, also 33 % of the answers.

Interests

Most of the participants got the information about this Piloting course through social media (43 %) And also through work-related networks (36 %). Most interesting Unit for our participants was Counselling, Coaching and Communication skills (38 %), after this came the e-Tools (24 %), Intercultural Competencies within a Guidance Setting (21 %) and Information about hard- to- reach groups (17 %). Some of the participants were involved in the interviews and questionnaires organized at the beginning of the project (29 %).

Given answers:

“Nice start, looking forward to it.”

“Good start. I got the information: through friends / acquaintances / network”

“A course that really feels necessary - well suited for me in the activities of Nauha ry, I work remotely through discord, but possibly I also return to being physically present in part - that is, all the sections necessary.”



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“I got a hint from my friend and colleague. I work as a self-employed occupational therapist. Coaching skills are of interest through a neuropsychiatric coaching perspective, and now that you have to work online it would be good to know how to act during a pandemic as well. It would also help in a vulnerable life situation, in which case the client is unable to participate in attendance therapy due to a sick family member.”

II. Results of the learning unit evaluation

In learning unit evaluation, we could see how equally participants had completed all courses. E-Tools was the most popular Unit and it was completed by 31 % of participants, all other Units had 23 % participants. Based on the responses, participants did not miss any modules or study sections in the Units.

The participants answered questions referring to content of the Units and how practical the material was in the scale from 1 to 5 (Scale: 1 little practical– 5: very practical). 43 % felt that the content increased their knowledge of the subject area very practical (5) and 57 % practical (4). 57 % felt that the material was very practical (5) and 29 % felt it was some practical (3). For the question how relevant the material is for guidance practitioners in their everyday life, the answer was mostly 4 or 5 (both 43 %). How does the material help to reach the learning objective? Most felt that very well, 57 % answered 5, 14 % answered 4 and 29 % answered 3.

From these answers we can conclude that the participants in the Finnish pilot were very satisfied with the content and material of the Units. The content was perceived as practical and usable in the development of one's own work. We also received verbal feedback on the high quality of the content in a webinar at the end of the pilot course from both novice instructors and long-term supervisors.

“The language was successful, clear and informative.”

“There was a good amount of text on the pages, not too much scrolling, the course content progressed consistently. “

Participants (29% of respondents) felt that course content could be further developed. Development ideas included add practical examples of cultural differences and note that videos would have been more useful if more had been related to career and study guidance rather than psychotherapy.



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Participants also gave a lot of comments regarding the practical functionality of the course pages, these are compiled in more detail in a correction request, which is sent to ILI. Here are a few remarks in summary:

- The 45-minute time frame for course sections was felt to be too short,
- The conversation descriptions were good in themselves, but a bit tedious to read ... maybe they could be made into animations
- the links would be easier if they opened in a new tab
- Challenging when the site doesn't work on all web browsers
- It would be great if all the English headlines could be in Finnish
- The links to the Forum did not work

III. Results of the Final Evaluation

The structure of the learning process was seen transparent and comprehensible. Evaluation from 1-5 scale (! not true – 5 very true) gave most answers from 4 (75 %) , although there could also be seen opposite opinion about this. Most participants felt that the tools are usable for their work in the future but 5 and 4 answers got 38 %.

Most selected value of the multiple response question about different tools of the platform supporting one's learning was Reflective questions, this got 30% of the answers. Videos got 25 %, Quizzes 20 %, Pictures and Introduction 10 % and the discussion Forum 5%.

The timeline in completing one Unit varied a lot, in webinar we talked about this and noticed that one reason is the various amount of content from Unit to Unit. 29 % of participants completed one Unit in 3 or 10 hours, depending on the Unit content and how participants studied the content by taking their own notes, etc.

Most participants felt that they had the technical support needed for this course (86 %), but some felt that they would have needed more support (14%).

Over all opinion about this course was 4 (from 1 to 5), 71% gave 4 and 29 % gave 3.

Given answers revealed that most challenging was the browser problem and the Discussion Forum.

"I didn't find the discussion Forum functional. I need more sharing, which I did during the course in my own working network."

"Webinars were a good idea, lots of reflecting with other participants"

"Discussion Forum times with the instructor could be also after four pm."



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“Some small technical issues bothered the learning process a bit. When they are fixed, a great material is ready for use. Well done!”

“ Safari (browser) constantly through me off to English pages.”

IV. Recommendations

As can be seen from the evaluations, this course as a whole is considered important and useful in addition to the development of professional competence of guidance practitioner.

The structure of the course and its progress was perceived as logical and functional. The content is presented clearly verbally and informatively. There was a good amount of text on the pages, not too much scrolling. In particular, reflective questions were perceived as an important support for the content and an integral part of one's own learning.

Yet, in the Finnish pilot, the online platform was perceived as a bit stiff and, for example, the discussion forum was perceived as impractical. Participants wanted more chat-type discussion areas as well as webinars where they could share their thoughts and learning.

Videos and practical examples were perceived as good and even more were desired. Some visual material was desired to support the discussion examples.

The time frame should be rethought on a module-by-module basis. It was felt as an important support when participants were scheduling their studies.

In the Finnish version all the text and headlines should be in Finnish, there was also one remark about Finnish language variation in translation.

From a technical point of view, corrections are requested for the opening of links in a new tab and for the functionality of links in general, such as a discussion forum. The web platform does not work properly in all browsers. There was inconvenience for Firefox and Safari users. If the web platform does not work in all browsers, this should be noted in the course instructions. For example, "recommendation to use Edge or Chrome"



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GRETb



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V. Results of Pre-Evaluation Survey

The pre-evaluation survey was completed by a total of fifty-three participants in the piloting phase. The majority of the participants who completed the piloting pre-evaluation survey were female, with this group accounting for a total of over eighty percent with only ten male participants accounting for nearly twenty percent of the group. The largest percentage of participants who completed the pre-evaluation survey were aged between forty-one and sixty years of age, with this age group accounting for nearly eighty percent of the respondents, please see Table 1.1. below.

Table 1.1: How old are you?

Age Range	No of Participants	% of Respondents
18 - 30yrs	1	1.89 %
31 - 40yrs	5	9.43 %
41 - 50yrs	22	41.51 %
51 - 60yrs	20	37.74 %
60+yrs	5	9.43 %

The vast majority of respondents to the survey had over five years' experience in the field of career guidance with over eighty per cent of respondents (41 people) accounting for this group. A total of ten people who completed the pre-evaluation survey had less than five years' experience, see Table 1.2. below for more details. Additionally, the vast majority of those who completed the piloting and the pre survey had over five years' experience of working with hard-to-reach groups, with over eighty one percent of respondents reporting this level of experience, please see Table 1.3. below:

Table 1.2: How many years have you been engaged in the field of career guidance?

Experience Range	No. of Participants	% of Respondents
I don't have any experience	2	3.92 %
Less than 1 year	3	5.88 %
1 - 3 years	1	1.96 %
3 - 5 years	4	7.84 %
More than 5 years	41	80.39 %

Table 1.3: How many years have you been engaged in the field of guidance with hard-to-reach groups?

Experience Range	No. of Participants	% of Respondents
I don't have any experience	3	5.88 %
Less than 1 year	2	3.92 %
1 - 3 years	2	3.92 %
3 - 5 years	3	5.88 %
More than 5 years	41	80.39 %

Over half of the respondents to the pre-survey found out about the project through contact with a member of the ACCeNT Project team in GRETb, with this accounting for nearly fifty-two percent of responses. The majority of the remainder of the respondents which accounted for nearly thirty-five





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percent, were informed by the organisation that they worked for. A very small amount actively searched, discovered it through social media and found out about it through social media with these accounting for nearly fourteen per cent of responses.

Table 1.4: How did you find out about the ACCEnT project and the online training course?

How they found out about the ACCENT Project	No of Selections	% of Selections
Informed by the organisation I work for	18	34.62 %
Found out about the project through the press.	1	1.92 %
Discovered the project through social media.	3	5.77 %
Actively searched for relevant training by myself.	3	5.77 %
Contacted by a member of the ACCEnT project.	27	51.92 %

As can be noted from Table 1.5. below, there was a broad spectrum of interests across all units with the majority of people looking for information relating to Counselling, Coaching and Communication skills (27.45%). However, this was closely followed by an interest in e-Tools in the Process of Counselling and Coaching (25.49%), Intercultural Competencies within a Guidance Setting (24.18%) and Information on Hard-to-Reach Groups (22.88%). Of those who completed the piloting pre-survey only seven people accounting for almost fourteen percent reported having been involved in the initial phase of Interviews and Questionnaire, see Table 1.6. below for more information.

Table 1.5: Which unit are you particularly interested in? (Multiple answers possible)

Units	No. of Selections	% of Selections
Information on Hard-to-Reach Groups	35	22.88 %
Counselling, Coaching and Communication Skills	42	27.45 %
Intercultural Competencies within a Guidance Settings	37	24.18 %
e-Tools in the Process of Counselling and Coaching	39	25.49 %

Table 1.6: Did you participate in the initial research phase of the ACCEnT project (Interviews or Questionnaire)?

Response	No. of Selections	% of Selections
Yes	7	13.73 %
No	44	86.27 %

Some of the respondents to the pre-evaluation survey showed a lot of interest in completing the piloting with one of the respondents commenting that *“really looking forward to it. I just completed the Introduction section. The visuals look great and the layout seems very easy to work with. Looking forward to the getting started”*. Similarly, another respondent comments *“looking forward to it as it comes highly recommended by a colleague”*. Another respondent says that they are *“just interested in what you have to offer”* and another says they are *“looking forward to the material and my own learning as I take this journey also navigating my way through the modules on the computer as computers would not be my strong point”*. Two participants in the pre-survey gave more details of their qualification and experience with one saying that they had *“just completed MSc in Guidance Counselling, only experience was placement during 2-year course. Completed dissertation on hard-to-reach groups”* and another commenting that they *“have a HDip in Adult guidance and career counselling, I have worked in the area for over 20 years, formerly with FAS and with DEASP since 2010”*.



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VI. Results of the Learning Unit Evaluations:

In total we had 15 people complete the unit evaluations and it can be noted that people completing units reported that they chose to fully complete them with one hundred percent reporting they did not skip any modules within the unit, please see Table 2.2. below for more details.

The majority of respondents with thirty-eight percent completed Unit 1: Information on Hard-to-Reach groups, over twenty-three percent completed Unit 3: Intercultural Competencies within a Guidance Setting, just over twenty percent completed Unit 4: e-Tools in the Process of Counselling and Coaching and nearly eighteen percent completed Unit 2: Counselling, Coaching and Communication Skills unit evaluations, please see Table 2.1. below.

Table 2.1: Which units did you complete? (Multiple choice)

Unit:	No. of Selections	% of Selections
Information on Hard-to-Reach Groups	13	38.24 %
Counselling, Coaching and Communication skills	6	17.65 %
Intercultural Competencies within a Guidance Setting	8	23.53 %
e-Tools in the process of Counselling and Coaching	7	20.59 %

Table 2.2: Did you skip any modules topics within the unit? If so, which one(s)?

	No. of Selections	% of Selections
Yes	0	0 %
No	14	100 %

When asked to rate, on a scale of one to five, where five is very helpful and one is not at all helpful, whether the unit was helpful in increasing their knowledge in a subject area, the large majority at over ninety-two percent selected the value four or five at the positive end of the scale. Just over seven percent selected the numerical value of three. This suggests that respondents in the piloting unit evaluation survey have found the units to be useful. Please see Table 2.3. below, for further information.

Table 2.3: Was the unit helpful in increasing your knowledge of the subject area? (Please rate from 1 to 5)

Please rate from 1 - 5	No. of Selections	% of Selections
1 Not at all helpful	0	0 %
2	0	0 %
3	1	7.14 %
4	3	21.43 %
5 Very Helpful	10	71.43 %

Table 2.4. below, details responses in relation to whether the materials were practically designed. As can be seen, on a scale of one to five where one is 'very practically relevant' and five being 'little practical relevance', over fifty-seven percent of people reported that the material was very practically relevant and over twenty-one percent indicated a high practical relevance, suggesting that the bulk of respondents found the materials to be practical in their design. Just over fourteen percent of respondents chose the numerical value of 4 and 5, suggesting they found the materials less practically relevant.





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Table 2.4: Were the materials practically designed? (Please rate from 1 to 5)

Please rate from 1 – 5	No. of Selections	% of Selections
1 Very Practically Relevant	8	57.14 %
2	3	21.43 %
3	1	7.14 %
4	1	7.14 %
5 Little Practical Relevance	1	7.14 %

In relation to whether the materials were relevant to the everyday life of career guidance practitioners with one being 'little practical relevance' and five being 'high practical relevance', over seventy-one percent of respondents chose that the material was highly practically relevant and just over twenty-eight percent chose that it was practically relevant. This suggests that all piloting respondents who completed the unit evaluations found the selection of materials to be relevant to their day-to-day responsibilities as a career guidance practitioner, please see Tale 2.5. below for more information.

Table 2.5: Was the selection of the materials relevant for the everyday life of career guidance practitioners? (Please rate from 1 to 5)

Please rate from 1 – 5	No of Selections	% of Selections
1 Little Practical Relevance	0	0 %
2	0	0 %
3	0	0 %
4	4	28.57 %
5 High Practical Relevance	10	71.43 %

Over ninety-two percent of those who completed the unit evaluation survey indicated that the course was effective in helping them achieve their learning objectives, with thirty-five percent indicating a numerical value of four and fifty-seven percent indicating a value five on a scale of one to five, with one being considered 'unhelpful' and five being considered 'very helpful'. See Table 2.6. for further information.

Furthermore, one hundred percent of respondents indicated that they completed all topics within the learning unit, as can be seen in Table 2.7 below.

Table 2.6 How effective was the course in helping you reach the learning objectives?

Please rate from 1-5	No. of Selections	% of Selections
1 Unhelpful	0	0 %
2	0	0 %
3	1	7.14 %
4	5	35.71 %
5 Very Helpful	8	57.14 %

Table 2.7: Did you miss any topics within this Learning unit? If so, which one(s)?

	No. of Selections	% of Selections
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Yes	0	0 %
No	14	100 %

Those that completed the unit -surveys gave some very positive insightful feedback of their experience of the content, material and resources provided on the platform. One respondent says that there was *“lots of excellent information and resources. Delivered both in manageable bullet points and extra resources for people as required”*. This sentiment was confirmed by other respondents who say that it was a *“very informative unit with really great links and websites to note for future reference”* and *“fantastic resource for Guidance Practitioners to refresh their knowledge and skills, great links to further reading & viewing of other relevant resources. Thank you for sharing this wonderful resource”*.

Another respondent found *“the ACCEnT programme both interesting and useful. I completed two units - the hard-to-reach groups and intercultural competencies. The content was very well presented and easy to navigate. The links, resources, videos and extra reading were excellent”*. They went on to report that they *“will definitely be reverting back to the course content again. The training offered an opportunity to reflect on my current guidance practice and gain new insights to adapt in our ever-changing world”*.

One respondent to the unit evaluation gave very detailed feedback where they say that *“the course is excellent with a really nice interactive feel to it and just enough information on each module..I have completed a Hdip in Adult guidance and Counselling a number of years ago and this was really great at refreshing skills. And I loved the Coaching module... I have been reading some other training material on this topic but your module is superior and has inspired me to do some further training in this area. Well done”*. They went on to give more insights into the dissemination of the platform *“the Dept of Social Protection in Ireland is looking to 'recruit' lots more staff in the area of Activation and whilst I recognise that there is a need for more formal training for anyone going into the area of guidance I feel this course would be a great opener to be made aware of the skillsets and information that is currently out there to help our clients. Well done. I only found this course by accident but I am so glad I did!”*.

One of the respondents gave some positive feedback on their experience of the platform and went on to give some useful insights into additional modules that could have been included in the ACCEnT project when she says *“superb content overall, well done to all involved. Just one thought-It would have been great to have had a unit on inclusion covering areas such as neurodiversity and Universal Design Learning”*.

Another respondent says that *“the information provided was accurate and thorough. Some of the links and resources were very helpful and I could see myself using them”*. Their overall experience of the They do go on to say that the course was monotonous and tiresome and suggested ways of improving it when they say it *“was tedious to get through with all the reading - more quizzes, videos, stories would be helpful to make it more interesting and interactive”*.

One Respondent gave feedback about the survey scale and that they found them *“confusing [in one] question rating of 1or 2 was highly relevant next question score of 4 or 5 was very relevant”*



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VII. Results of the Final Evaluation

As can be seen from Table 3.1 below, respondents indicated that they found the organisation of the learning process to be both transparent and comprehensible. On a scale of one to five, fifty-five percent indicated a value of four and forty-four percent indicated a value of 5, with one being 'Not at all' and five being 'Very Transparent'.

Table 3.1: Was the organisation of the learning process transparent and comprehensible? (Please rate from 1 to 5)

Please rate from 1 - 5	No. of Selections	% of Selections
1 Not at all	0	0 %
2	0	0 %
3	0	0 %
4	5	55.56 %
5 Very Transparent	4	44.44 %

It can be noted that when asked whether the information gained in the platform will lead to changes in their professional practice, seventy-five percent of people firmly indicated that it would when they selected either value four or five when one is "not at all" and five is "definitely", please see Table 3.2. below for more information. Twenty-five percent of respondents to the final evaluation survey indicated that it would have little impact on their professional practice.

Table 3.2: Do you think that the information gained in the course will lead to changes in your professional practice?

Please rate from 1 - 5	No. of Selections	% of Selections
1 Not at all	0	0 %
2	1	12.50%
3	1	12.50 %
4	2	25 %
5 Definitely	4	50 %

Table 3.3. below, indicates which features of the platform were considered supportive of the learning process. Just over twenty percent of people found the case-studies and the self-reflection questions were supportive, while nearly eighteen percent of respondents suggested that the videos were helpful, and fifteen percent found quizzes were useful.

Ten percent of people found the orientation elements supportive. Only person indicated that they found the community of practice helpful which may have been an error as it was not available on the Irish Platform.

Table 3.3: Did the following features support your learning process? Please rate each item.

	No of Selections	% of Selections
Orientation course	4	10.26 %
Videos	7	17.95 %
Forum: Community of Practice	1	2.56 %



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Self-Reflection Questions	8	20.51 %
Images and Infographics	5	12.82%
Case Studies	8	20.51 %
Quizzes	6	15.38 %

The length of time that it took for people to complete the units shown on Table 3.4. shows that it took respondents a huge range of time, with twenty-five percent reporting it took them anything from twenty hours, ten hours to six hours to complete the units approximately. Twelve and a half percent took five hours to eighty hours to complete all the units.

We can see from Table 3.5., that people were happy with the technical support options, with one hundred percent of respondents finding them sufficient and helpful.

**Table 3.4: How long did it take you to complete the unit/s approximately? _____ hours
(self-selecting number of hours)**

No. of Hours	No. of Selections	% of Selections
20	2	25 %
10	2	25 %
6	2	25 %
5	1	12.50 %
80	1	12.50 %

Table 3.5: Were the technical support options sufficient and helpful?

	No. of Selections	% of Selections
Yes	8	100%
No	0	0

As can be seen from Table 3.6. below, respondent's overall opinion of the e-learning course was high, with one hundred percent of respondents choosing a numerical value of either five (fifty seven percent) or 4 (forty two percent), on a scale of one to five with one being 'I did not like it' and five being 'I liked it very much'.

Table 3.6: What is your overall opinion of the e-learning course?

Please rate from 1-5	No. of Selections	% of Selections
1 I did not Like it	0	0 %
2	0	0 %
3	0	0 %
4	3	42.86 %
5 I liked it very much	4	57.14 %

Is there anything else you would like to tell us?



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The feedback from piloting participants was very positive, with the majority of people indicating that they had found the platform useful and commenting on the degree of effort that has gone into creating what is clearly a comprehensive, user-friendly training. While this is a project piloting phase, designed to iron out any creases in the platform, there were several users who found the materials supportive enough to warrant a specific 'thank-you' to all involved in its creation.

In particular, one person noted the time and effort that has gone into its development and reflected the professional and user-friendly tone of content, structure and visuals. They also stated that they wished they'd had access to similar materials both during and after their training in guidance.

'Just a quick note to say really well done on the ACCEnT programme. It's very clear to see that a lot of time and effort went into its development. The content, structure and visuals are inviting, professional and user-friendly. I have worked my way through two units so far. As I was going through them – particularly the content on hard-to-reach clients – I wished I had access to this during/post my guidance training. It's so comprehensive and explains all the different groups and related supports so clearly. The materials and links are really practical throughout and I can see myself referring back to this programme again and again. Will I be available to do so?

'Well done again on the programme. I hope it reaches a large audience and in particular is promoted well with Adult Guidance students and graduates. It really is a fantastic tool'

Several other people also commented on the amount of work that has gone into creating the platform:

'Well done on the Accent programme, lots of hard work!'

'I want to thank you for your perseverance, patience and work on this interesting ACCEnT online Training Platform. I have been working through the programme, huge amount of work gone into it, well done to all'.

Participants were also keen to offer feedback on specific units and/or modules in the training, for e.g., in relation to the e-Tools unit, participants commented:

'I did the e-tool module, very informative.'

'...the e-tools section is very timely in this Covid era, thank you.'

There was one practitioner who noted that the training encourages reflection, learning and professional development and is also useful for those and who have significant experience in the field. Our aim had been to develop materials that took account of the ethical nature of Guidance work, the ongoing need for self-reflection and continuing professional development. We hoped to create a platform that supports learning in both newly qualified and more experienced practitioners. This feedback affords us the information that we have been successful in each of these regards:

'As a practitioner of many years, I found the sections on counselling skill a great refresher. One of the standout sections for me was "overwhelmed" great tools and youtube videos to support myself and my clients. I completed two units - hard-to-reach groups and intercultural



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competencies. I found the content really comprehensive and very practical. The material and the programme structure encourage reflection, learning and professional development.'

Other participants also stated:

'I have gone through the full course, it is very good. I loved the revision of the counselling skills.'

'Informative and useful tool.'

'This looks great. Looking forward to trying a few modules – particularly the topics around hard-to-reach clients. Thanks.'

There are some room for improvements within the platform, as can be noted from the comments below, which indicates that there are some technical glitches that still require ironing out.

'Sometimes I slipped out of the Irish version into the English version. I [do not] know why and often [without] noticing.'

'I tried logging in just now to complete the last part of the e-tools section and I got this message: Error Establishing a Database connection.'



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VIII. Recommendations

In GRETB we targeted our piloting of the training on the ACCEnT online platform, mainly to staff working with the Adult Educational Guidance Initiative in Ireland's sixteen Education and Training Boards. This included Guidance Information Officers, Guidance Counsellors and Guidance Coordinators. Additionally, we targeted several staff working as Advocates and Prison Guidance Counsellors, as well as a range of other guidance professionals. This targeting was through emails to approximately one hundred and fifty personnel explaining the project, the piloting and the evaluations. Furthermore, we contacted the FET Guidance Coordinator in the National Centre for Guidance in Education in Ireland regarding the participation of a range of other guidance professionals that they work in conjunction with. Also, we were in contact with the Principal Officer of the Department of Employment Affairs in the Western Region in connection to contacting the INTREO Case Officers that work directly with the hard-to-reach groups in a guidance capacity. The Piloting of the ACCEnT Platform in Ireland occurred from the end of September 2020 up to and including the 27th of November 2020, with reminder emails sent to the target group twice during the piloting following the initial email inviting them to partake.

The methodology used, led to over fifty people completing the piloting in Ireland over an eight-week period. From the feedback received there were a range of professionals that completed the evaluations, particularly AEGI staff and INTREO Case Officers. The use of a control group, with targeted emails to a smaller cohort of guidance professionals, was considered by the team as it might have been easier to manage that level of response to the evaluation surveys. However, it was felt that this could lead to a greater level of bias in the piloting results, as a number of the targeted control group would have been colleagues working in similar roles across the country and were personally known by the ACCEnT team in Ireland. In future project, we recommend that we review and consider the best methodology for contacting and connecting more effectively with the target group. We would further suggest connecting with the target group more regularly during the piloting phase and suggest possibly including details of the numbers who have completed evaluations which may motivate those who have registered and improve engagement with the evaluations.

Although we had over fifty-three respondents complete the pre-evaluation, we only had fourteen complete the unit evaluations and eight complete the final evaluation survey which is somewhat disappointing. We are not aware of the total number of people who registered and did not complete any of the evaluations. In all the surveys that were completed, it is also worth noting that a number of respondents skipped several of the questions in the evaluation. Further research would need to be completed in order to ascertain the reason for this and if they completed some but not all. We would recommend reducing the need for three different surveys and taking into account that someone who completed all the units available, would need to complete six separate evaluations in order for us to gain some rich data on the content in all the units. We recommend in future projects, one comprehensive initial and final survey of those completing the piloting. Also accessing the surveys on the platform directly would be much more beneficial than opening another tab on the internet browser, as the link at times was very faint and not obvious for users which may have impacted the



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completion rate. We would recommend that an individual country login be created on any future platforms, which will allow access to the numbers registered and to the figures for those who have completed the evaluations in each partner country. We would also recommend that an ability to send emails directly to those registered on the platform, would be much more beneficial in ensuring the completing of the evaluations. This aspect would be separate to the invite email to the target group sent to the target group for the piloting. As practicing Guidance Professionals working in Guidance services in Ireland, we were very touched by the numbers of personal emails that we received as well as comments included in the evaluations throughout the piloting from our colleagues showing the level of interest and engagement in the content and the recognition of the amount of work involved in the creation of the learning material available.

It is really important to acknowledge and consider the impact that COVID 19 has had on the project and the piloting phase overall, both for the ACCEnT Team and the target group completing the piloting. Firstly, the Guidance Practitioners prior to COVID 19 would have worked mainly on a face-to-face basis with clients and groups and because of the increase in online activity with their clients and the range of online training on offer in the past seven to nine months, a certain level of online fatigue may have had an impact on the level of engagement with the piloting. Secondly for the ACCEnT team, the fact that face to face meetings did not occur impacted on relationships. We feel that some of the glitches that unfolded could have been solved with greater ease, had there been face-to-face meetings. Additionally, it may have afforded us a greater sense of cohesion and innovation; meeting in person tends to increase the overall energy and excitement for a project, as ideas and expertise are shared in different ways and individual communication styles are better understood. Additionally, the cohesion and the innovative aspect of the ACCEnT project would have been created with more ease. For example, at the Transnational Meeting in Leeds/Bradford in October 2019 some of the multimedia elements including videos were planned but partially impacted by COVID 19; with only the Finnish Partners being in the position to create this element but the lateness of creating the video impacted the time for translation on the platform.

Further recommendations suggest giving more consideration to the naming of the project and to the use of profession specific terminology (e.g. the use of Guidance Counsellor versus Guidance practitioner). We recommend a discussion on project expectations early in the process and that time be provided in meetings to establish if initial project expectations have changed for any partner at later stages. For example, in Ireland we planned for the creation of an ethical and innovative tool, that would be useful in day-to-day practice for both experienced and newly qualified guidance professionals. This is what informed our approach to the work. It came to our attention late, that other partners had to place the creation of materials secondary to financial constraints and/or had different aims for the end product. In hindsight, the tension between these competing needs created difficulties that would have been easier resolved if there had been an ongoing and transparent review of end-product expectations.



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Recommend that in future projects that a prototype of the platform with a sample of the learning material for the project needs to be produced at a much earlier stage. This prototype needs to include all the site map information, visuals of multimedia aspects and suggested navigation tools for use on the platform, as this aspect of the platform is as important as the learning materials in our opinion in assisting the end user in ease of access and navigation. Additionally, each partner country needs to have permission/access on the platform directly to make changes as this had a huge impact on the fluidity and fact that way too much time was spent on word documents checking for corrections which is a very tedious process. If access is not possible we suggest a technicians document is returned to indicate if change has been made and notes if required regarding difficulties.

The ACCEnT team in Ireland also note that each country had different expectations for the piloting phase and a unified approach to this would be helpful. In Ireland there was an expectation that piloting occurs early in the project and this leaves room for significant amendments to be made once the piloting is over. It was apparent too late, that other partners consider it best to complete the piloting phase at the very end, and allow it to inform future projects more than the current one.

There were also different expectations for other elements of the project, e.g., the community of practice/forum. In Ireland we consider that this is something which unfolds after the project has gone live, while other partners consider this to be relevant only for the duration of the piloting phase. It was good that these differences were recognised at the end of the project, however, if these elements been teased out earlier, significant confusion and time would have been saved.

Consistency in use of terminology on specific elements of the project that need to be used throughout the project by all partners as terminology for elements are not interchangeable such as Units, Modules, Course, Lessons, Track, Training. We recommend the creation of an agreed list and possibly a dictionary definition to be created of the agreed terminology relevant to the project to be updated as required.



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Evaluation and Piloting Report

Project Number: 2018-1-DE02-KA202-005177

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I. Results of Pre-Evaluation

A total of 80 people participated in the pre-evaluation.

The average age of the participants is 41-50 years.

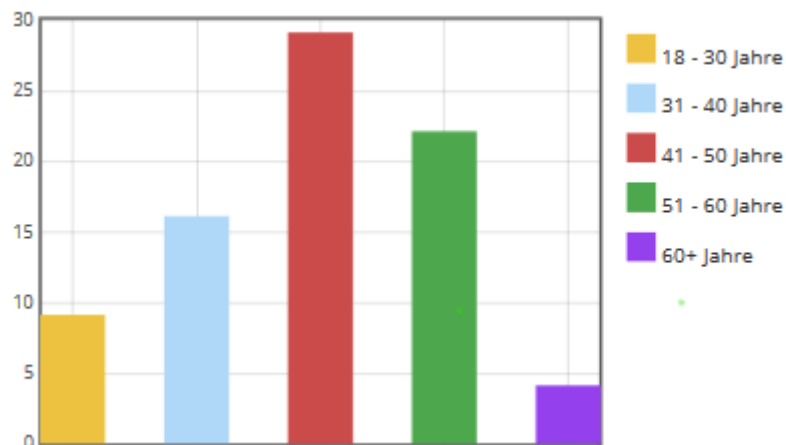


Figure 1: How old are you?

The main part of the participants was female with 76,25%.

The average time spent in consulting/coaching was about 1-3 years.



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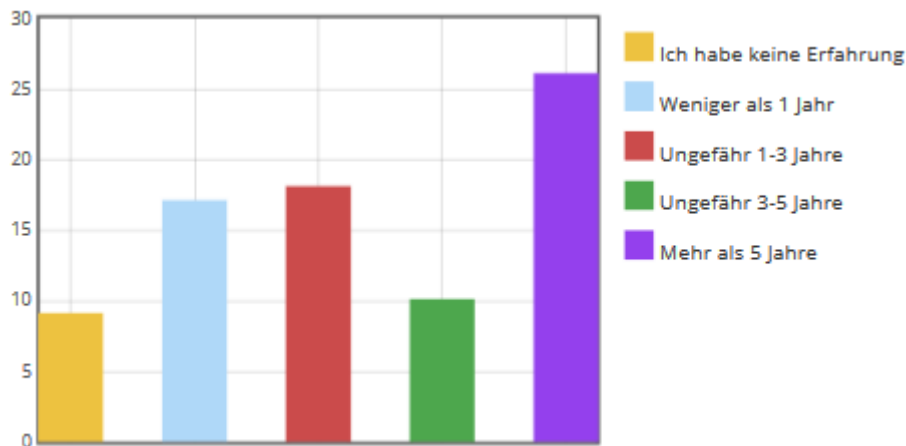


Figure 2: How many years have you been working in consulting/coaching?

The majority of the respondents (27.5%) had been working in consulting/coaching of hard-to-reach target groups for about 1-3 years.

	Number of selections	Fraction of selections
Ich habe noch keine Erfahrung mit diesen Zielgruppen.	19	23.75%
Weniger als 1 Jahr	13	16.25%
Ungefähr 1-3 Jahre	22	27.50%
Ungefähr 3-5 Jahre	6	7.50%
Mehr als 5 Jahre	20	25.00%

Figure 3: For how many years have you been consulting/coaching hard-to-reach target groups?

Most participants, 33.72%, became aware of the ACCEnT project and the online course through social media.



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	Number of selections	Fraction of selections
Ich wurde von der Organisation, für die ich arbeite, informiert.	26	30.23%
Ich habe über die Presse von dem Projekt erfahren.	14	16.28%
Ich habe das Projekt über soziale Medien entdeckt.	29	33.72%
Ich habe selbst aktiv nach einem relevanten Kursangebot gesucht.	14	16.28%
Ich wurde von einem Mitglied des ACCEnT-Projekts kontaktiert.	3	3.49%

Figure 4: How did you become aware of the ACCEnT project and the online course?



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With 34.6%, most of the respondents are particularly interested in the module "Consulting, coaching and communication skills".

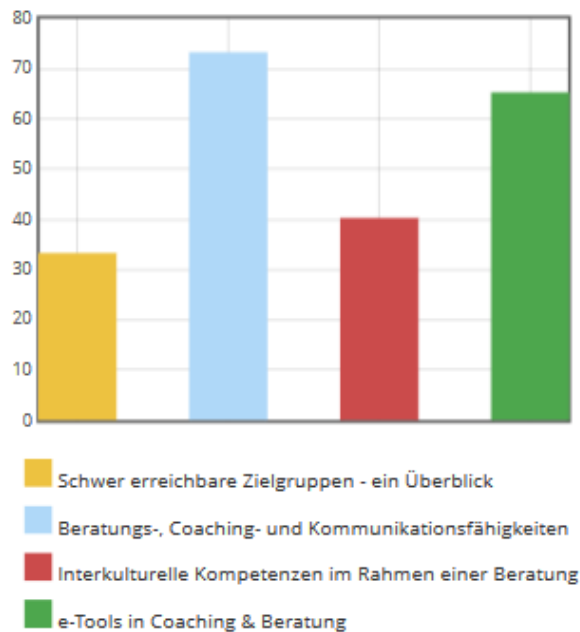


Figure 5: In which modules are you particularly interested?

In the first phase of the ACCEnT project, 2 of the respondents took part, representing 2.5%.



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The last question, whether there is anything else to be communicated, was answered by ten of the respondents with the following answers:

- I became very curious when I read your introduction.
- I am very curious to see how the "self-study" develops and how much you can learn.
- I am curious; thank you
- I am excited about the digital work.
- not yet :)
- Thanks in advance for this offer. I am curious what to expect here. In the future I would like to start my own business in profile and competence consulting. I have a pedagogical professional background and a qualification in systemic consulting. LG
- I think the offer is great and I am very grateful for the opportunity to participate. I think what I do is simply human, and for this, humanity should not be underestimated, as this has become a rare commodity. Respect!
- I am looking forward to the course!
- Yes, I find it unpleasant that I cannot work simply with my Firefox browser. Especially since MS Edge still wants to install its own security software, but this software collided with my Symantec software, for example. It is conceivable that there are people who have problems with the installation. Greeting, L. Kauertz
- Sounds exciting



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II. Results of the learning unit evaluation

A total of 15 people participated in the modul-evaluation.

46.67% of the participants have completed the module "Counseling, Coaching and Communication Skills" at this time.

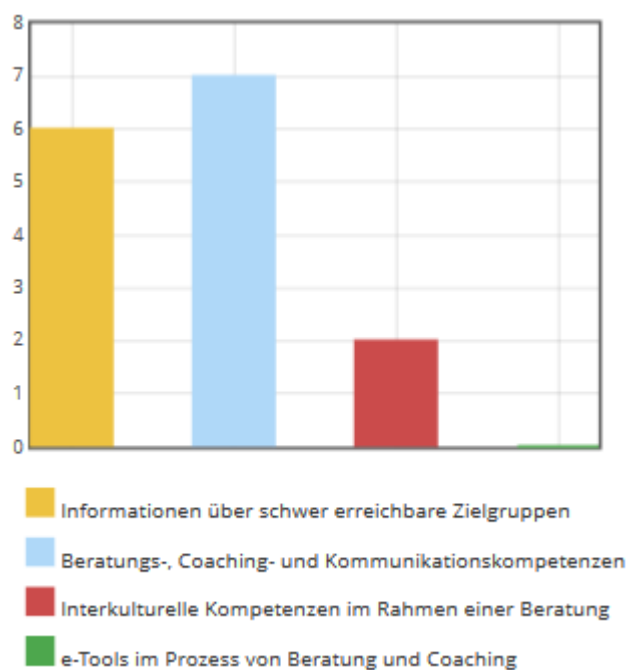


Figure 6: Which modules have you just completed?

To the question of whether topics were skipped within the module, 93.33% answered "No". One person answered "Yes" and skipped the topic "Models of Intercultural Competence"

On a rating scale of 1 to 5, 40% of participants rated level 4 out of 5 to indicate whether the learning unit was helpful in increasing knowledge about the topic.

	1	2	3	4	5
1. Bitte bewerten Sie auf einer Skala von 1 bis 5.	1 / 6.67%	0 / 0%	3 / 20.00%	6 / 40.00%	5 / 33.33%



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Figure 7: Was the learning unit helpful in increasing your knowledge about the topic?

A scale of 1 to 5 was also used to assess whether the materials were designed with a practical approach. 6 out of 15 participants rated the content as a 2.

The relevance of the materials for the everyday work of counselors was rated as 4 by 7 participants.

The efficiency of the course to achieve the learning targets was rated by 40% with level 4.

When asked if a topic was missed in this module, 3 people answered "yes". The following topics were missed according to the responses:

- Minorities
- People with disabilities
- Dealing with family counseling



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The last question, whether there is anything else to be communicated, was answered by six of the respondents with the following answers:

- The topics are just basically touched and the question I ask myself is what can I do to make the information actually stick.
- I work with people with disabilities, so the overview of the target groups is rather secondary for me.
- The module didn't seem very practical to me. I think intercultural competence should be a basic characteristic for counselors who work with people of different cultures. I also had a seminar about this at university, but it didn't seem very practical to me either.
- I think this course is absolutely successful. Very good chronological structure. Very good videos and link references or literature references to expand on the individual topics.
- I haven't had so much fun learning in a long time.
- I specially like the videos
- Overall a very good module. Partly wrong set (too short) information of duration e.g. at key terms of consulting: very much interesting info there, but not suitable for 45 minutes, much much longer.
- In Principles of Coaching the topics are only briefly introduced without going into detail, what is the 6 Hats Method?
- Competence models very theoretically structured, career choice theory according to Holland is not helpful.
- I find the four-color model better.



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III. Results of the Final Evaluation

A total of 13 people participated in the final evaluation.

The transparency and comprehensibility of the organization of the learning process was rated 5 on a scale of 1 to 5 by 9 participants.

On a scale of 1 to 5, 46.15%, rated a change in their behaviour and work practices as a result of attending the course as 5.

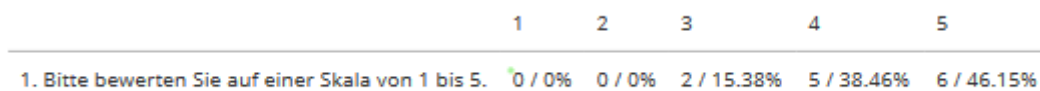


Figure 8: Do you think participation in this course will lead to changes in your behaviour and work practices?

For most participants, the videos were a support for their own learning process.

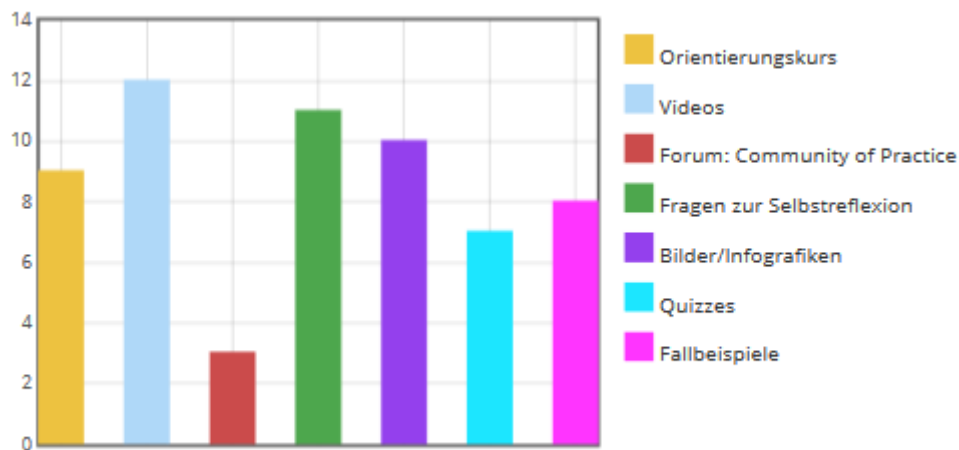


Figure 9: Did the following components support your learning process? Please rate the following points.



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Most participants reported a unit(s) completion time of 10 hours.

	Number of selections	Fraction of selections
8	1	7.69%
10	5	38.46%
78	1	7.69%
25	1	7.69%
30	2	15.38%
3	1	7.69%
20	1	7.69%
13	1	7.69%

Figure 10: Approximately how long did it take you to complete the unit(s)? (Please specify in hours)

All participants indicated that the technical support options were sufficient and helpful.

On a scale of 1 to 5, the overall evaluation of the e-learning course was 5 by 53.85% of the participants.

	1	2	3	4	5
1. Bitte bewerten Sie auf einer Skala von 1 bis 5.	0 / 0%	1 / 7.69%	2 / 15.38%	3 / 23.08%	7 / 53.85%

Figure 11: What is your overall evaluation of the e-learning course?

The following answers were given to the question if there is anything else that would like to be communicated in conclusion:

- A very successful course, which I have already recommended to other consultants.
- A great learning opportunity where I can learn a lot for my work. Please inform me about further learning opportunities!
- Thank you! I had a lot of fun learning and I will share the content with colleagues.



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IV. Recommendations

The language versions will be revised and adapted in the final step. A solution should be sought to produce a stable language version that does not jump back to the English origin. Otherwise, the contents were rated good to very good. Smaller revision steps are therefore still taking place, which mainly relate to the technical level and usability.



Evaluation and Piloting Report

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IX. Results of Pre-Evaluation

In the UK piloting of the ACCEnT e-learning course, 21 people registered on the platform and completed the pre-evaluation questionnaire. From their responses, the average user of the ACCEnT platform was a female practitioner, aged between 41-50, with over 5 years' experience in careers guidance and working with hard-to-reach groups.

In terms of age, participants covered all age ranges from 18 – 60+, however, the most common age range was 41-50, followed by 51-60. In total, these two age ranges made up 67% of the piloting participants which is consistent with the average profile of UK practitioners who tend to be in this age range. 14 of the UK respondents were female and 7 were male. Once again, this is also consistent with national averages as the majority of careers practitioners in the UK are female.

Those who answered the questionnaire had a range of careers guidance experience, so piloting participants represented each category from no experience through to 5+ years' experience in careers guidance. The most common answer (42%) was more than 5 years' experience and this was followed by 24% having no experience. Therefore, a lot of the reviews come from people with very different perspectives and knowledge around careers guidance. Experience around working with hard-to-reach groups was very similar with 38% of people having 5+ years' experience and 24% no experience.



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86% of participants learned about the ACCEnT e-learning course by being informed by the organisation they work for. We sent emails to a variety of contacts, including within aspire-igen, so in most cases managers will have forwarded information to their colleagues, and careers guidance staff within aspire-igen took part in the piloting as well. Although being informed by organisations was the main source of participants, 5% discovered our platform via the press, 5% via social media and 5% were directly contacted by a member of the ACCEnT project consortium.

There was a clear divide between the topics that participants were most interested in. The most popular units were e-Tools (14 participants) and counselling, coaching and communication skills (14 participants). This was then followed by intercultural competences (9 participants) and lastly, information about hard-to-reach groups (7 participants). One explanation for this reduced interest in Unit 1: information about hard-to-reach groups may be due to the fact that many participants already have a lot of experience of working with hard-to-reach groups, so don't need to learn as much about them as the other areas covered in different units. An explanation for the increased interest in e-Tools may be due to the fact that many careers practitioners may not be aware of the variety of e-Tools available to them, and with the global pandemic meaning that much work has been carried out virtually, learning more about e-Tools may be most beneficial for careers practitioners for their day-to-day work.

Some further notes to add were that none of these people participated in the initial research as part of IO1, and that 2 of the questionnaires were completed by Germans. Perhaps they selected the incorrect version of the pre-evaluation questionnaire, but then completed the correct version of the piloting and subsequent questionnaires as no German language was used in the UK evaluation questionnaires.

X. Results of the learning unit evaluation

In the UK piloting of the ACCEnT course, 14 people completed units and 13 answered the unit evaluation questionnaire. From their responses, the average participant found that key themes of topics were fully covered, all information was useful, information selected was relevant and the learning goals were reached, but felt that there was room for improvement on the practical design of materials.

The units completed were:

- Unit 1: information – this was completed 4 times, three times fully and once with all of the modules except for workplace opportunities and further education opportunities
- Unit 2: Counselling, coaching and communication skills - this was completed 8 times, six times fully and once with all of the modules except for core counselling, creating a safe guidance environment, refining counselling skills and models of guidance, and one person only completed



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the creating a safe guidance environment and managing a guidance session modules, but plan on completeing more in the future

- Unit 4: e-Tools – this was completed 4 times

All but one participant (92%) felt that the key themes of each of the topics were covered and that the information presented was useful. Participants felt that all major themes were covered and that the information provided was wide and varied, a good refresher and covers all the areas that a careers practitioner would need to know.

The majority of participants (85%) stated that the course was useful for increasing their knowledge of the subject area with 46% rating this as 5 and 38% as 4. However, one person rated it as 3 and another as 1 so they did not think it increased their knowledge. This could be due to them already having a lot of knowledge on the topic. However, one person did say that they would have liked to see more detailed information around refugees and migrants, presumably this would be in Unit 1.

Participants also felt that the course was effective in reaching the learning objectives: 46% rated this element as 5, 23% rated it as 4, 23% rated it as 3 and 8% rated it as 1. Comments indicated that the units linked well to learning objectives and real world application, and provided useful tips – for example, in using e-Tools.

Related to this, participants felt that the materials selected were very relevant for the every day life of a guidance practitioner, with 54% rating this as a 5, 31% as a 4 and only 8% as a 3 and 8% as a 1. This reinforces that fact that the platform meets the learning objectives. However, less favourable and more varied opinions were given on the practical design of the materials with an average score that it was neutral: 31% of participants rated this as a 1 and as a 5, equally 8% rated it as a 2 and as a 4, with 23% rating this as a 3. Therefore, overall, people did not think that it was designed as practically as it could have been, however, opinions were very varied with an equal amount of people strongly agreeing or disagreeing.

Overall, however, participants felt that the course was presented nicely and laid out well with a very clear structure. They also felt that it was relevant to their practice and acted as a good starting point for further research. Participants also commented that they liked the use of creative physical activities in the units, the practical case studies, the fact that the quizzes were not intense, and the fact that they learned a lot – even an experienced IAG practitioner said that they learned a lot despite having years of experience and stated that they will now think about incorporating e-learning into their work, and another said that a course like this would have been good for them to complete before they started their career.



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However, there were a few comments that highlighted the areas we have for improvement. One participant commented that they had a lot of difficulties registering and starting the course, and soon discovered that it was due to them using Internet Explorer, but that it worked well on Chrome. Although not in the feedback forms, we did receive a few emails stating that participants struggled to access either the course or the feedback forms. Another person commented that the guide of 45 minutes is not useful as it is given to every module despite their lengths varying considerably. As a result, if someone was trying to plan which modules they could complete based on the time they had available, it would not be useful.

In addition, one participant was Portuguese so perhaps answered the wrong questionnaire, but their feedback is still valuable.

XI. Results of the Final Evaluation

In total, 11 people completed the final evaluation of the ACCEnT platform in the UK.

In addition to the points covered in the unit evaluation, participants stated that the features which supported the learning process the most were:

- Case studies (80% agreed)
- Quizzes, images and infographics, and self reflection questions (64% agreed)
- Orientation course (55% agreed)
- Videos (45% agreed)

As the UK course does not have a forum / community of practice associated with it, this element could not be judged.

Overall, responses were really encouraging with the majority of participants giving a positive answer to their overall opinion of the e-learning course: 44% rated it a 5, 44% rated it a 4 and 11% rated it a 3. Participants also agreed that the organisation of the learning process was transparent and comprehensible with 45% giving it a 5, 18% a 4 and 36% a 3. The information gained in the units was also useful and all agreed that it would lead to changes in their professional practice with 50% giving this a 5, 20% a 4 and a 30% a 3.

In total, participants spent 1 or 2 hours completing the course and also found the technical support available helpful.



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A few final remarks around areas for improvement were provided. These covered technical issues as one participant stated that they had issues registering, another participant suggests that a greater range of learning materials are used (such as quizzes and videos) as a lot of the modules are heavily text-based, and finally, another person suggested having longer quizzes as it would enable people to better embed their own learning. However, despite these comments, the piloting produced very positive results and people praised the e-learning platform for its clarity and breadth of interesting, useful and relevant information. In addition, one person commented that the course was full of lots of ideas that they can incorporate into their practice and another commented that practitioners of any level would benefit from the course by reflecting on their practice and completing further research using the links provided.

XII. Recommendations

Overall, there are very few recommendations that can be suggested for the e-learning course due to the very positive feedback provided by participants. However, one of the main areas to be addressed is the access issues experienced by a few participants who had difficulties registering and accessing the course. If this cannot be fixed and was due to them using a browser that is incompatible with the course, then it may be a good idea to include a section before registering on the sorts of browsers that will support the course and which will not.

Another key recommendation would be to include more accurate time estimations for completing each module as the 45 minutes guide for each is not accurate or helpful if people are trying to plan their workload. Perhaps using 3 guides of 15 minutes, 30 minutes and 45 minutes, for example, would be best so that clear distinctions are made between the shorter and longer modules.

Some minor feedback that is less integral to the accessibility of the course would be that a greater range of learning materials was requested by one participant as a lot of the modules are text-heavy. In addition, some comments were made about the quizzes – some praising them as they are short and not intense, and others wanting to see longer and more detailed quizzes integrated. This is a difference of opinion with no correct answer, so comparing feedback from other countries relating to the quizzes would be insightful for further analysis.

A small thing to add is that a spelling mistake was discovered in section 3 of creating a safe guidance environment and managing a guidance session where the word ,choose' should be ,choice' – this may also be true of the Irish course and will need to be corrected.



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Evaluation and Piloting Report

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I. Results of the Pre-Evaluation

According to Table 1 and 2, most Portuguese pilot users were female (93%) and aged between 31-50 years old (73%).

Table 1: Gender of the survey respondents in Portugal

	n	%
Male	2	6.7
Female	28	93.3
Total	30	100.0

Table 2: Age of the survey respondents in Portugal

	n	%
18 - 30	4	13.3
31 - 40	10	33.3
41 - 50	12	40.0
51+	4	13.3
Total	30	100.0

The majority of pre-evaluation survey respondents who piloted the ACCEnT platform and e-learning training course in Portugal reported 6 or more years of experience (53%) in the field of career guidance, out of which at least 5 years working with hard-to-reach groups (38%), as noted in Tables 3 and 4.

Table 3: Total of years the respondents were engaged in the field of career guidance in Portugal

	n	%
No experience	4	13.3
1-5 years	10	33.3
6+ years	16	53.3
Total	30	100.0

Table 4: Total of years the respondents were engaged in the field of career guidance with hard-to-reach groups in Portugal

	n	%
No experience	8	27.6
1-5 years	11	37.9
6+ years	10	34.5
Total	29	100.0

As noted in Table 5, they found information about the ACCEnT project and the online training course mainly through the organizations they work for (47%) and through EBCC project team (30%).

Table 5: Ways through which the respondents found information about the ACCEnT project and training course

	n	%
Organization they work for	14	46.7
Social media	5	16.7
Personal active search	2	6.7
Team of the ACCEnT project	9	30.0
Total	30	100.0

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It must be noted that the Portuguese pilot users were particularly interested in two out of four learning units of the ACCEnT online training course, as follows: Unit 2 - Counseling, Coaching and Communication Skills, and Unit 4 - e-Tools in the process of Counseling and Coaching (reported by 32% of pre-evaluation survey respondents, respectively; see Table 6).

Table 6: Interest of the survey respondents in learning units of the ACCEnT online training course

	nr. of responses	%
Unit 1 - Information about hard-to-reach groups	11	16.2
Unit 2 - Counseling, coaching and communication skills	22	32.4
Unit 3 - Intercultural Competencies within a Guidance Setting	13	19.1
Unit 4 - e-Tools in the process of counselling & coaching	22	32.4
Total of responses	68	100.0

Lastly, it is interesting to refer that most ACCEnT platform users at a national level haven't taken part in the initial empirical research phase – interviews and questionnaires – of the project (76% of respondents in Table 7), which brings them a new perspective about the content produced by the consortium.

Table 7: Participation of the survey respondents in the initial research phase of the ACCEnT project

	n	%
Yes	7	24.1
No	22	75.9
Total	29	100.0

II. Results of the Learning Unit Evaluation

The collected data presented in Table 8 indicates that the Portuguese pilot users tended to decrease their enrolment into the ACCEnT online training course as it progressed. As so, 37% of the survey respondents declared to have completed the first learning unit (Information about hard-to-reach groups), followed by 28% of respondents who finalized the second learning unit (Counseling, Coaching and Communication Skills). Despite only 23% of survey respondents having finished the third unit (Intercultural Competencies within a Guidance Setting) and 12% of survey respondents having completed the fourth learning unit (e-Tools in the Process of Counseling and Coaching), we must outline that their main interest relied on the content developed for Units 2 and 4.

Table 8: Survey respondents' completion of the learning units of the ACCEnT training course

	nr. of responses	%
Unit 1 - Information about hard-to-reach groups	27	36.5
Unit 2 - Counseling, coaching and communication skills	21	28.4
Unit 3 - Intercultural Competencies within a Guidance Setting	17	23.0
Unit 4 - e-Tools in the process of counselling & coaching	9	12.2
Total of responses	74	100.0

It is also important to refer that, according to Table 9, almost all Portuguese pilot users (98%) didn't skip any modules within the ACCEnT online training course, regardless of the learning units they have completed.

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Table 9: Skip of any modules within the learning units of the ACCEnT online training course

	n	%
Yes	1	2.3
No	43	97.7
Total	44	100.0

The majority of the survey respondents (95%) found the learning units of the ACCEnT online training course either extremely or very helpful not only to effectively reach their learning objectives, but also to increase their knowledge in the field of career guidance (see Table 10).

Table 10: Survey respondents' agreement with questions related to their knowledge and learning objectives

	Not/somewhat helpful	Very helpful	Extremely helpful	Total (n ; %)
The learning units of the ACCEnT online training course were helpful to increase practitioner's knowledge of the subject area	2 4.7	20 46.5	21 48.8	43 100.0
The ACCEnT online training course was helpful for the practitioner to effectively reach the learning objectives	2 4.7	14 32.6	27 62.7	43 100.0

Additionally, Table 11 shows us that 65% of the survey respondents found the practical design of the learning materials either very or extremely practically relevant. Most of them (88%) even declared that these learning materials developed for the ACCEnT online training course were also very or extremely practically relevant for their daily practice as career guidance professionals.

Table 11: Survey respondents' agreement with questions related to the practical design of the ACCEnT training course and its relevance for their professional practice

	Not/somewhat practically relevant	Very practically relevant	Extremely practically relevant	Total (n ; %)
Practical design of the learning materials developed for the ACCEnT online training course	15 34.9	12 27.9	16 37.2	43 100.0
Relevance of the learning materials developed for the ACCEnT online training course to practitioner's everyday life	5 11.6	17 39.5	21 48.9	43 100.0

III. Results of the Final Evaluation

Upon completion of the ACCEnT training course, all Portuguese pilot users (100%) declared to having found its learning process transparent and comprehensible, leading to potential changes on their behavior and practice if implemented within their professional contexts (see Table 12).

Table 12: Survey respondents' answers about the learning process of the ACCEnT training course and professional changes motivated by its finalization

	No	Yes
The organization of the learning process of the ACCEnT online training course was transparent and comprehensible	0 0.0	20 100.0
The use of the ACCEnT online training course will lead to changes in practitioner's behavior and practice	0 0.0	20 100.0

When the pilot users were asked to which extent several features and multimedia elements embedded into the Portuguese version of the ACCEnT e-learning platform supported their learning process, they

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indicated the videos (21% of respondents), images/infographics and case studies (20%, respectively) as being the most useful tools (see Table 13). In opposition, the 'Community of Practice' forum was not valued by the platform users who have completed the ACCEnT training course (only 2% of the survey respondents chose this option), which might help us to explain the reason why the quizzes and self-reflexive questions also didn't seem to be the most important features for them.

Table 13: Survey respondents' answers about the support given by features to their ACCEnT learning process

	nr. of responses	%
Videos	17	20.7
Images and Infographics	16	19.5
Case studies	16	19.5
Self-Reflection Questions	12	14.6
Quizzes	10	12.2
Orientation course	9	11.0
Forum: Community of Practice	2	2.4
Total of responses	82	100.0

As seen in Table 14, more than half of the Portuguese pilot users (60%) needed a maximum of 24 hours to fully complete the ACCEnT training course and a quarter of them (25%) spent between 50 and 74 hours doing so. Based on the collected data, the national platform users needed a mean of 17.75 hours to finalize the four learning units of the online course.

Table 14: Hours needed by the survey respondents to complete ACCEnT training course

	n	%	Mean
1 - 24	12	60.0	17.75
25 - 49	2	10.0	
50 - 74	5	25.0	
75 - 100	1	5.0	
Total	20	100.0	

For the vast majority of the survey respondents (84%), the technical support options made available within the e-learning platform were sufficient and helpful for them to complete the ACCEnT online training course (see Table 15).

Table 15: Survey respondents' answers about the technical support needed to complete the ACCEnT online training course

	No	Yes	Total (n ; %)
The technical support options were sufficient and helpful to complete the ACCEnT online training course	3	16	19
	15.8	84.2	100.0

In broader terms, all Portuguese pilot users had an excellent opinion about the e-learning offer developed by the ACCEnT consortium, namely by saying that they liked it very much (see Table 16).

Table 16: Overall opinion of the survey respondents about the ACCEnT online training course

Dislike it	Liked it very much
	18



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Besides having an excellent opinion about it, some Portuguese pilot users also shared their thoughts and positive comments about the good learning experience they had while completing the ACCEnT online training course. Please find below some personal testimonies reflecting it:

- ✓ *I really enjoyed the course. I was touched by many aspects that I didn't know about until now. Within the scope of my professional practice, I already use several of the communication techniques with the people I work, but many others were new to me. I'm available and interested in exploring them. In my perspective, and only according to the reality of lifelong guidance (Qualifica training centers), I think that it will be difficult to find availability there for such an exhaustive work (although I agree that it should happen). But the information is never too much. Thinking about the guidance practitioners who may not have so much training in these areas, they will have a lot of essential resources here and they will certainly leave this experience with greater security to perform their role. I appreciate the opportunity.*
- ✓ *This course made me aware of and reflect on my practices and gave me the possibility to use new tools and techniques in sessions with the adults I work with. In fact, it also made me recognize that I could have been more helpful sometimes and that I could have approached the sessions differently. It also made me reflect on how many of these tools can be useful for my own personal growth.*
- ✓ *It was a very interesting course to plan a job search / professional guidance, in which there would be no physical or mental barriers. The guidance and coaching principles are very useful for the work we are doing, especially with young people. Thank you for this opportunity.*
- ✓ *I think this course is very well structured, providing several resources and tools to practitioners. I found the videos and case studies exemplifying how the theory can be applied very effective.*

IV. Recommendations

The piloting of the ACCEnT e-learning platform and online training course in Portugal was held during the end of September and the full month of October 2020 (six-week testing window) and led to the completion of three type of surveys.

The national survey results detailed above provided us with insight directly from all Portuguese career guidance practitioners who took part into piloting version of the ACCEnT platform and also filled out a total of 96 evaluation surveys (see Table 17), as follows: the pre-evaluation survey, before starting the training course (30 questionnaires); the unit-evaluation survey, once each learning unit was completed (46 questionnaires); and the final evaluation survey, upon finalization of the whole training course (20 questionnaires).

Table 17: Type of surveys completed by the Portuguese pilot users of the ACCEnT platform and training course

	n	%
Pre-evaluation survey	30	31.3
Unit-evaluation survey	46	47.9
Final evaluation survey	20	20.8
Total	96	100.0





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Based on the survey responses by the national pilot users, we are now able to make some useful recommendations for further improvements on the Portuguese version of the ACCEnT platform and training course. Therefore, their personal testimonies listed below helped us to conclude that is still needed to:

- **Rectify the links for external websites and videos to which the pilot users were redirected without success:**
 - ✓ *Update links, since some were no longer active/didn't work (being able to watch videos on the UK version of the platform, but not on the PT version; for instance: the "Window of tolerance" video).*
- **Develop more advanced quizzes and review their full translation to Portuguese language**
 - ✓ *The quizzes are a bit basic and it is not possible to find the corrections when we make mistakes or do not choose all the valid options. Their graphics are difficult to understand, and some are written in English. I had a hard time keeping the answers I was giving and that shouldn't happen.*
 - ✓ *I was unable to take the course by selecting the Portuguese language. Despite having started the course in that language, it was not saved by the platform. When the UK course was selected, it kept almost all questions. Nevertheless, I wasted too much time repeating the answers.*
- **Add missing summaries about the entire ACCEnT course and its four learning units**
 - ✓ *I missed a summary of the entire course, in addition to what is presented in each learning unit.*
- **Improve the connection between the ACCEnT course and the 'Community of Practice' forum**
 - ✓ *I suggest making the access to the forum more intuitive.*

