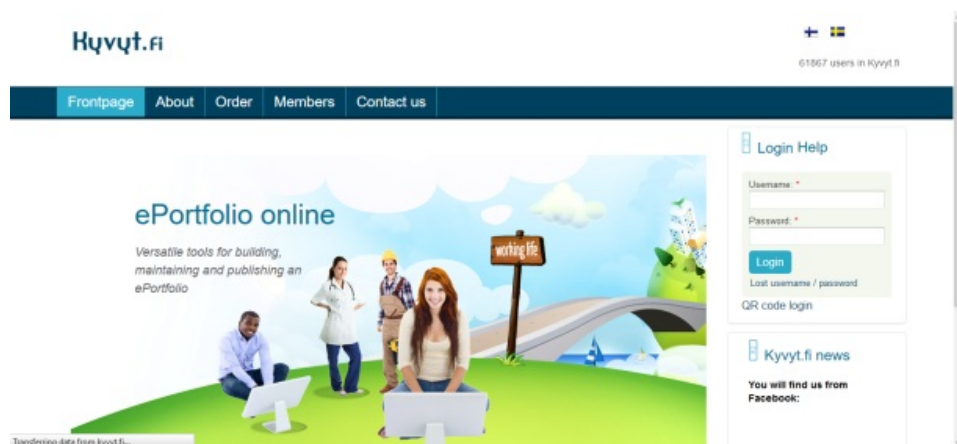


Kyvyt - Discendum



Founding year:

2010

Geographic level:

National

Stakeholders involved:

Stakeholders are key to Kyvyt, which is a tool largely based on informal LMI offered by its end-users/students.

Target groups:

Employers
Higher education students
School Students/Parents

Is the initiative a Single Access Point? :

No

Providing organisation:

Discendum Ltd

URL:

[View PDF version](#)

Stakeholders roles:

Academia

Businesses
Students

Challenges Addressed:

Exchange and knowledge transfer (among educational professionals, guidance counsellors, etc.)

Facilitation of transition from school education to career selection

Improve matching between skills and jobs

Improvement of guidance/ employment services

Promote self-assessment

Raise awareness on guidance

Challenges Addressed description:

Kyvyt is a **personal learning environment** and an **ePortfolio service** that allows gathering of all educational and professional info about in one place during one's lifetime.

- For **students**, Kyvyt acts as a place where they showcase their skills and know-how;
- **Teachers** and **study and career counsellors** use the tool to monitor the progress of the students/users;
- Kyvyt can also be applied in a **workplace environment** where supervisors can monitor and assess their employees' and trainees' skills and training process.



Policy objectives:

Access to Lifelong Guidance Services

Career Management Skills

ICT in Lifelong Guidance

Improving employability and supporting older workers

Raising the skills and qualifications of adults

Raising the skills and qualifications of young people

Training and Qualifications of Guidance Practitioners

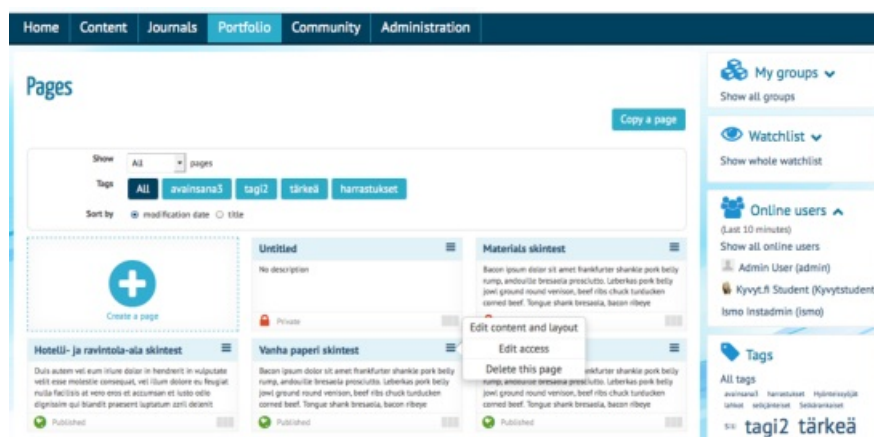
INNOVATIVE ASPECTS OF LMI description:

Kyvyt's **LMI source is its end-users** and more particular the ePortfolios and the documented skills and competences of students who use the tool. The LMI is the user's property and it's **their decision** whether they will share it with others or not.

Users can also **integrate content that has been created elsewhere**, e.g. YouTube, Google Drive, Microsoft OneDrive, SlideShare, Picasa, etc. This content is entered in Kyvyt by each respective user.

Finally, Kyvyt is **not connected with any other online source of LMI**, e.g. official platforms of the Employment and Economic Development Offices and of the Ministry of

Education and Culture.



INNOVATIVE ASPECTS OF LMI:

Creation of ePortfolios with students' skills and competences

Customisation of LMI through the users' adaptation according to their needs

Data entered by end-users

Innovative user profiling

INNOVATIVE USE OF ICT description:

The Kyvyt ePortfolio service is based on the **Mahara software**, and it also includes features that are **not open source** since they are the product of Discendum.

ICT infrastructure requirements are limited to a **web server and a database server**.

Special focus has been given in **ensuring data protection**:

- Several levels of security measures are implemented;
- Physical access to servers is restricted and only authorized personnel is allowed;
- Backup is applied on daily basis;
- Users determine which content to share and with whom;
- All servers hosting Kyvyt data are located in Finland.

INNOVATIVE USE OF ICT:

e-portfolio

Interactive online tools

Open source

Personalised information storage

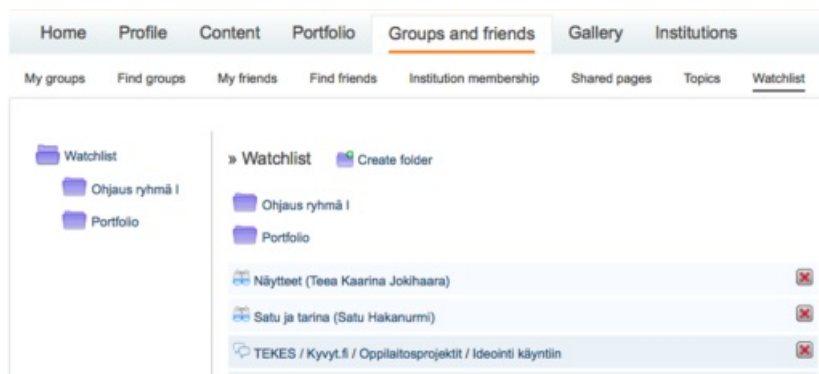
Social media utilisation

Results and impacts obtained:

Quantitative: Kyvyt is currently being applied to nearly **200 organisations and 60 000 end-users**. Overall, around 57 000 end users have created their ePortfolios on Kyvyt.

As regards to **qualitative results**, the practice enables the acquisition of important CMS, empowers end-users to better showcase their skills and competences as well as employers to distinguish the job candidates that are fit for their skills needs and supports the duties and responsibilities of teaching staff and guidance practitioners.

Evaluation process: **feedback** could be received via the **Kyvyt helpdesk**.



Success Factors:

- **Lifelong** guidance provision;
- Highly **personalised** to user and practitioners needs;
- Users can integrate **different types of media** within their portfolios;
- Provision of **links** with **social media** accounts;
- **Empowerment** of **teachers** and guidance practitioners to offer better services to students;
- **Easiness** of adopting the service and **no setup cost** or other kind of installation;
- **Higher customization** of the ePortfolio to the Finnish context and to the needs of its specific target groups due to the **open source software**.

Points of Attention:

- The Mahara software **does not support** the use of **multiple languages**.
- Numerous features require **training** by end-users.
- **Students** are **sceptical** about making their content **available** to others.
- **Low interest** by **employers**.
- **Difficulty** of educational **institutions** to participate in a “generic” platform.

Socio-economic-political context:

Kyvyt is affected by the general guidelines for guidance that outline the Finnish LLG system: (i) the integration of guidance as a compulsory subject within the educational system, and (ii) the integration of ICT as a compulsory element of career education within the national curricula.

Financial requirements:

The commercial roll out of Kyvyt is targeted at an institutional level, with organisations paying an annual fee for the basic service that ranges from EUR 300 – 2 500, depending on the size and type of the organisation (i.e. colleges, universities, corporations and organisations).

HR requirements:

Kyvyt is currently being operated and maintained by a team of six to seven people, with following roles: Product Manager; Trainers; IT staff and Helpdesk.

All the above staff is working on a part-time basis. The Trainers have University degrees related to education and experience that revolves around teaching and counselling.

ICT elements:

- Users need to have an adequate ICT literacy level;
- Training is provided at teachers, counsellors, technical support personnel and other users and is adapted to the needs of each client.

Non-ICT elements:

The tool is largely based on informal LMI offered by its end-users voluntarily.

Future developments & Trends:

- Overall context of Finland promoting digitisation of services and pushes towards the uptake of ICT and LMI methods within the national LLG system;
- More customised individual learning programmes for students also affecting career education.

Type of initiative:

Private

Politico-administrative domain clusters:

Special-purpose initiatives

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