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**International Labour Organisation
Sub-regional Office in Moscow**

***Increasing employability of young women
and men in CIS through establishment of
sub-regional training network***

Final Independent Evaluation Report

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1. Executive Summary

«Increasing employability of young women and men in CIS through establishment of sub-regional training network» project was implemented by the ILO Subregional Office for Eastern Europe and Central Asia within the period of January, 2009 – March, 2010. The project has a subregional coverage.

The project is aimed at promoting employability and gender equality in the countries of the sub-region of Eastern Europe and Central Asia. Taking into account the Decent Work priorities in the employment field of the target countries, the project aimed to achieve a set of diversified tasks on enhancing access to entrepreneurial and skills training opportunities with a strong focus on young people and by applying gender mainstreaming approach. Considering natural limitations of available resources within the project and nature of tasks, the project used a strategy of consolidating on past successes of ILO in bringing employability instruments closer to the final beneficiaries, on the one hand, and, on the other hand, in making a qualitative step forward in ILO outreach and type of capacity building and training support offered, taking into account demands of the new digital era.

The main idea of the project was to create a new type of tools for training and knowledge sharing for the target groups – ILO certified trainers and methodologists, companies and organizations specialized in employment and business development activities, women entrepreneurship development, ILO tripartite constituents.

According to the idea, two virtual resources were created. One is Virtual Platform which enables authorized users from different countries of the sub-region to get ILO materials and programs, publish and discuss their own materials, communicate to each other. To present the Platform and discuss its perspectives the face-to-face workshop was carried out in Turin, on 11-15 of May, 2009. About 35 people took part in the workshop. The web-site of the Platform is <http://subregional-mosca.etcilo.org>. All the information is provided in Russian as a common language of communication; part of the materials is also available in English.

Another virtual resource is E-learning Campus which enables ILO certified trainers after finishing “How to be a tutor” course, to have an opportunity to create their own courses for distance learning or use a blended approach. The web-site of the Platform is <http://skillsCampus.etcilo.org/en>. To start educational process, a first group of 5 multipliers was trained on the basis on ITCILO’s Module D4 program as a first generation of online tutors. To introduce functionalities and tools of Skills and Entrepreneurial E-learning Campus to ILO trainers and form a group of learners, a face-to-face workshop was carried out in Turin, on 28 September – 02 October 2009. Twenty tutors from nine countries of the sub-region, among them 12 women and 8 men, took part in the seminar. As a result of the seminar, the first groups of learners were completed for the training “How to be an online tutor” based on Module D4 manual. 45 people participated in the distance training course which was held from November 2009 through February 2010. 20 of them took part in the face-to-face workshop “Skills and Entrepreneurial E-learning Campus” held in Turin. Among the tutors there were 26 women and 19 men. The final task for them was to work out their own distance training course, based on the Platform and Campus instruments. For

today, about 19 trainers have finished the training course, about 15 trainers are still in the process of training and about 11 of trainers refused the training.

The Gender component of the program included carrying out of gender audit at the State Agency for Technical and Vocational Education of Kyrgyzstan (September, 2009) and WED assessment studies in Armenia and Belarus.

Evaluation purpose and objectives

The purpose of the evaluation was to ensure accountability and support evidence-based decision making in order to better target the next steps.

The objectives of the evaluation were to assess the immediate outcomes of the project and its effectiveness, identify problems encountered during implementation and means undertaken by the project to overcome these problems, describe the lessons learned and develop recommendations for follow up and similar interventions in the future.

Clients of evaluation

The evaluation serves the following internal and external clients:

- ILO tripartite constituents and project implementing partners in countries of the sub-region;
- Ultimate beneficiaries, including current and prospective users of the Virtual Resource platform and E-campus, members of the training network;
- The Donor;
- ILO management and technical specialists at the ILO SRO/Moscow and the Headquarters;
- Project staff.

Methodology

To achieve the goals, the methodology of research included review of all relevant project documents, planning briefing with the ILO representatives and project team in Moscow, individual and group interviews with all multipliers, some tutors, partners who were involved in the project (by Skype and a personal meetings during a field mission in Armenia) and observation of Start Your Business (SYB) TOT event conducted by the team of tutors who just finished the course “How to be a tutor” (Module D4), Yerevan, 24th of February 2010.

Findings

The most important findings of the evaluation are as follows:

- The ILO program tutors consider the offered distance training approach as effective and of great potential to enhance capacity to develop and implement training policies and programs in the country. It is proved by positive feedback of tutors concerning the first results of distance and modular training implementation, clients’ desire to use offered methods, as well as high rates of Internet

development in the target countries. But today we can only talk about potential of these instruments to make a considerable contribution to education system development in the target region. To achieve it there should be necessary conditions that we are going to discuss in this report later. The main lesson of the project is that trainers are ready to use the distance learning system on the one hand and are very interested in using it, on the other hand.

- The virtual resources allow the constituents to increase their capacity to develop and implement training policies and programs with the opportunity to broaden geographical and quantitative outreach, to boost international exchange of experiences and modular programs, finally to raise quality of short- and long-term distance training programs that already exist.
- Despite the advantages of the systems (E-campus & Platform), their use will ultimately depend on the “clients” – government ministries, employers and trade unions, and how well they understand the effectiveness of such distance learning programs and also the criteria of their effectiveness. The majority of experts say that it will be the relevant ministries, employers and trade unions who will ultimately determine the scale of these systems development and implementation.
- One of the important outcomes is the fact that tutors, who completed “How to be a tutor” course, tend to implement the Platform and Campus instruments in several different ways. For example, teachers of institutes of vocational and higher education stress that they started to use elements of distance and modular education in their own training courses. It means that the spectrum of applied tools and instruments depends on resources and potential of the existing educational system – from using it as a Platform for exchanging files or as some sort of library for creation of own training courses based on the ILO Platform and Campus.
- All the interviewed participants stress on the high quality of education. They successfully used the received knowledge to solve technical problems. But many note that the outcome could be bigger if there was an opportunity to keep communicating with the developers of the Platform even after the end of the project. Besides, some tutors couldn’t cope with the instruments of the Platform. Despite the fact that some portion of instructions was placed on the web-site, they didn’t find answers to their questions. In these cases they addressed their questions to multipliers and other training participants.
- The main problems that affected failing to finish the training course were:
 - Impossibility to get a constant access to the Internet
 - Difficulties in understanding the principles of Campus work and the technical ways to fulfill the task (while many showed lack of desire to ask for help on the forum Platform because they were afraid to be considered “stupid” or not to get an answer for their request)
 - Absence of feedback from multiplier and difficulties in receiving an answer on the website
 - Technical problems (the site didn’t load well, users failed to register themselves, etc.)
- The tutors that managed to finish their education say that they have developed their computer skills, it has become many times easier for them to surf the Internet, and that they have started to use the Campus and Platform in order to achieve the following goals:
 - To offer new educational instrument (some tutors have already formed groups for distance training with up to 50 participants)

- To introduce topics on distance education in their trainings
- To find a new communication tool in their relations with the participants (some kind of social net)
- To use this resource as a library, file-sharing system, etc.
- It is important to say that the Platform's audience outreach could have been bigger if special place was allocated for sections and information oriented at other partners and constituents – for example, employers, trade unions. It could be a description of advantages of modular programs; a list of tutors who work in the country according to the ILO training programs; a sub-section for communication among the constituents and experience exchange; training programs that could be helpful for constituents' organizations, and other information.
- According to research findings, the selection of partners for the implementation of the project was effective. In particular way it concerned the multipliers, partners for the Gender component of the project, as well as partners for web-site construction. Tutors' team selection was less effective, because many of the tutors proved to be unprepared to go through this educational program.
- One of the main factors that affect the sustainability of the project outcomes is that the resource Platform and E-learning Campus became the essential education tools for many tutors who improve their capacity in delivering of training programs for young men and women. Even if the ILO would not support further development of these virtual resources, they have a potential to be self-sustaining systems by the users' activity. Some of the sustainable project results that have been already achieved are in using the Platform and E-learning Campus as a library, file-sharing system, the system for opinion sharing and as a tool for own distance course creation.
- The main outcome of the Gender component of the project was in providing access to reliable and accurate data that depicts the situation in the country. For example, in Armenia it was the first time when some kind of gender research was conducted. Before this problem had been never discussed at the state level. One of the participants of the round-table conference who represented a government agency pointed out that it was “an unprecedented measure” in the fight against gender inequality in the Republic. With all the necessary information available, the program participants have received an opportunity to get into contact with governmental structures and NGOs, as well as with the public, serving as a distributor of media messages about the problem.

Lessons learned

The main positive lessons

The main positive lesson of the project is that both virtual resources (the Platform and Campus) prove to be in high demand among their users (trainers, tutors and facilitators). The virtual platforms are extremely important and useful for the trainers, who are using the ILO programs in their work, and for the partners from the ministries and agencies, who are interested in the promotion of modular training in their countries. In spite of the fact, that not all of the trainers could acquire the skills to become tutors, those who managed to master the program demonstrate keen interest and motivation to use these virtual resources in the future. These distance learning instruments can become an easily-accessible and effective system of education, recommended for implementation at the level of country development programs.

The main negative lessons

The Resource Platform and E-learning Campus couldn't be managed by the users only. They need to be managed regularly, by the person or persons who are responsible for renewing the content, fixing bugs, solving problems and providing prompt feedback. According to the project experience, it's necessary to provide users with complex technical support and efficient feedback for an effective education. Another lesson is that using of the Web-resources (Platform and Campus) requires an appropriate level of computer skills and availability of Internet access. In accordance with these criteria, not totally all ILO trainers may become tutors, so more rigorous selection might be required.

Recommendations

1. Maintain the network and update materials

The main recommendation is that the project should keep on working because it is important for the development of employment-generating knowledge and skills in the target countries. At the current stage it is necessary to do best in order to solidify the results and expand project activities. It is important to maintain connections with all the tutors who have already completed education and with the potential participants who are interested in using the virtual resources. Specifically, it is recommended:

To provide additional technical support:

- To offer timely feedback to Website users, to answer all their questions.
- To provide technical stability of website functioning: to post detailed instructions, to make a section of frequent questions, to develop virtual instruments for increase of their usability. The list of some recommendations concerning the Platform web-site is attached in Annex 2, and for the E-learning Campus - in Annex 3.

To provide informational support:

- To offer more information to the tutors about the broad spectrum of possibilities in using the virtual resources, to stimulate discussions on this topic and exchange of experiences. It would be very useful to provide information, studies about successful experiences of Western countries in realization of distance and modular training programs.
- To post and update information, to work out new programs, to initiate and support work of forums and blogs.
- To define and post information on the website about the conditions of getting access to the Platform and Campus materials – in particular who can get it and what sort of materials, so that participants could know that.
- To stimulate participants to share recommendations and wishes concerning the Platform and E-learning Campus.

To provide additional content:

- To pay special attention to the system of distance training quality evaluation. It is also desirable to make a special sub-section where materials on this topic would be placed.

- To translate or post programs that have already been translated into the languages of the countries where tutors work. It is necessary to note that in some countries, for example in Azerbaijan, information of that kind is already prepared.

To conduct face-to-face seminars:

- To establish continuity and sustain the future of the virtual resource platform regular meetings of active participants should be organized. The Turin Centre could provide neutral resourceful grounds for the next meeting to be organized in a timely and constructive manner in the first half of 2010.

2. Adapt the contents to the needs of the constituents

The second important recommendation is to adapt the virtual resources to the needs of the clients of distance training programs – trade unions, employers, governmental representatives, employment services, etc. After the adaptation, it is important to organize a special campaign or program for the Platform and E-learning Campus promotion for the constituents.

3. Promote visibility and expand outreach

The third important recommendation is to make the two virtual resources more popular and visited. For this purpose it is necessary:

- To increase usability of the website for it to be used not only by ILO tutors but also by new users. It can be provided by posting information about current projects that are realized in the countries and conditions for participation in them.
- To replace the domain names of the virtual resources by more simple ones or to use ilo.org/ in all the materials.
- To integrate the metric systems to aggregate statistical data about the number of visitors, popularity of pages, duration of visits and other information.
- To use virtual resources to conduct other projects and programs in the countries of the sub-region – as a feedback, source of information, etc.
- To develop advertising and social promo campaigns of distance training programs. Such campaigns can be conducted in the following ways: correspondent ad materials and plans are placed on the Virtual Platform and every participant can take and use them and raise effectiveness of the process by providing information about his or her own program. The easiest way is to post Internet-banners of different size and a standard text of advertisements for print and outdoor media with additional contact information.

2. Background and Project Description

In recent years, the ILO constituents in the countries of the subregion have become increasingly aware of the need for coordinated national action to boost employment, in particular, employment for young people. Among the numerous outcomes related to employment in Decent Work Country Programs, heavy emphasis is placed on entrepreneurial and skills training.

Despite the fact that the ILO training programs have a ten-year history of implementation in the sub-region, there is still a need to extend programs impact, outreach, geography of implementation, involvement of new participants and partners. One of the main determining factors for the development of these programs is how they contribute to expanding opportunities of partners and constituents in using the existing ILO training tools and courses, as well as enhancing their cost-effectiveness.

«Increasing employability of young women and men in CIS through establishment of sub-regional training network» project was conducted in countries of the sub-region of Eastern Europe and Central Asia within the period of January 2009 – March 2010 by the ILO Moscow Office.

Below are the main pre-existing conditions and background factors, which influenced the implementation of the project:

- Disparities in the degree of coverage and advancement of ILO country programs in different target countries of the sub-region.
- Absence of a consolidated sub-regional resource platform to share information, expertise, products, and training tools and packages across the region, that is essential to achieve the objectives in the framework of Decent Work Country programs.
- Increase of the importance of distance training, as a modern means of education; increase of demand and accessibility alongside with expanded use of such means in the long-term educational strategies of the countries (for example, in Armenia).
- Unprecedented opportunities created by distance learning to achieve the bigger outreach of young women and men, delivering skills and entrepreneurial distance training programs.
- Availability of successful experiences in delivering skills and entrepreneurial training programs based on ILO approaches and tools, including Know about Business (KAB), Start and Improve Your Business (SIYB), and Modular Skills Training (MST). Modular system introduction in educational process (for instance in Armenia, Uzbekistan, Kyrgyzstan).
- Active expansion and penetration of Internet technologies in the target countries.
- Necessity to intensify training activities aimed at increasing employability of young women and men, to enhance their efficiency and cost-effectiveness.
- Necessity to promote gender equality programs in the world of work.

Project goals:

Increasing the constituents and member States capacity to develop and implement training policies and advancing gender equality in the world of work. Taking into account the Decent Work priorities in the employment field of the target countries, the project aimed at achieving a set of diversified tasks on enhancing access to entrepreneurial and skills training opportunities with strong focus on young people and by applying gender mainstreaming approach.

Project objectives:

- To develop and implement Virtual Platform providing access to ILO methodological and training materials and giving the opportunity for the registered participants to upload their own publications and educational guides and to post their comments. The Platform provides also a forum-service. Thus it constitutes one instrument with multiple functions – to provide access to major ILO training tools on skills and entrepreneurial development, manuals, guides, and online training through distance learning with Russian-speaking tutors.
- To develop, implement and adjust the E-learning Campus as one of the Platform instruments that make it possible for tutors to work out their own training courses and programs for further skills and entrepreneurial education of young women and men by applying distance or blended learning approach.
- To conduct Gender audit at TVET in at least one country.
- To carry out Women entrepreneurship assessment study in at least two countries.

Target groups of the Project:

- Ministries and agencies in charge of youth education and training policies;
- National employment services and their structures (youth labour exchange, etc.);
- Employer organizations and trade unions;
- National institutes of vocational education;
- Companies and organizations specialized in business development activities and women entrepreneurship development;
- ILO certified trainers, facilitators and methodologists of main ILO training packages on entrepreneurial and skills development.

Main stages of the Project:

1. Virtual Platform development and adaptation:

- Web-site development according to the technical specification of requirements and its allocation on <http://subregional-mosca.itcilo.org>
- Materials selection and adaptation for placement at the Platform (materials for KAB, SIYB, MST modules, materials on labour migration, and work with people with disabilities). Besides, the website provides additional personal contact information necessary to keep in touch with methodologists, Developers of Training Packages, Trainers, International Consultants and other specialists working in target countries based on ILO training programs

and methodology. All the information is provided in Russian as a common language of communication; part of the materials is also available in English.

- Carrying out of a face-to-face sub-regional seminar on how to use the Platform for the countries of the subregion in Turin, 11-15 of May 2009 (35 participants).

2. Development, adaptation and implementation of the E-learning Campus:

- Campus Web-site development according to the technical specifications as per the TOR: <http://skillsCampus.itcilo.org/en>
- Preparing a first group of 5 multipliers of E-learning based on ITCILO's Module D4 training manual, as a first generation of online tutors among the available pool of SIYB trainers and master trainers, KAB key facilitators, MST developers and experts in countries of the whole sub-region.
- Carrying out of a face-to-face workshop with an aim to introduce functionalities and tools of Skills and Entrepreneurial E-learning Campus (Turin, 28 September – 02 October, 2009). The training was based on the know-how and practical exercises, which enabled the participants to become familiar with the E-learning Campus and learn the skills to create their own on-line courses (based on the training and learning material they generally use for face-to-face training which had been adapted to the distance learning modality). Twenty tutors from nine countries of the sub-region, among them 12 women and 8 men, took part in the seminar. They represented Armenia, Azerbaijan, Belorussia, Georgia, Kazakhstan, Kyrgyzstan, Russia, Tajikistan, Uzbekistan.
- Carrying out of the training “How to be an online tutor” based on Module D4 manual and on the newly created Skills and E-learning Entrepreneurial Campus (November 2009 – February, 2010). The subjects include finalization of Module D4 ‘Facilitate distance learning’ and sub-topics on how to organize support to individual and group distance learning processes, monitor distance learning processes, and build good working relationships in distance learning. 45 people participated in the training course. 20 of them took part the face-to-face workshop “Skills and Entrepreneurial E-learning Campus” held in Turin. Among tutors there were 26 women and 19 men. The final task for them was to work out their own distance training course, based on the Platform and Campus instruments. For today, about 19 of tutors have finished training course, about 15 trainers still delivering it and about 11 of trainers refused the training.

3. Carrying out of gender audit at State Agency for Technical and Vocational Education of Kyrgyzstan (September, 2009)

- Team-building of local gender experts on gender audit of TVET agency in the country
- Implementation of gender audit at TVET system in the country
- Report on gender audit in TVET system in the country presented and recommendations adopted in the form of TVET resolution.

4. Carrying out of the WED assessment studies in Armenia and Belorussia.

- Selection of partners for the project realization, carrying out of the research according to the WED assessment methodology, preparation of the final report

- Presentation of the report to national constituents and the discussion of how to implement the recommendations of the report in Armenia, in the context of round-table : "Assessment of the SME's and Women entrepreneurship development in Armenia "(Yerevan, December, 17, 2009),
- Distribution of the report to national constituents (Armenia, Belarus).

Management arrangements:

The project is de-centralized to SRO/Moscow and implemented with technical cooperation support by DELTA (Distance Education and Learning Technologies Application) training department of the International Training Center of the ILO (ITCILO) in Turin.

Cost-sharing and budget arrangements:

The RBSA project budget provided the main resources for the development and implementation of the Virtual Resource Platform on Skills and Entrepreneurial Training and E-Campus on Distance Training. A considerable contribution was made by another SRO/Moscow TC project on "Boosting Youth Employment Using an Integrated Approach in the Framework of DWCPs in Azerbaijan and Kyrgyzstan." This project contributed funds towards the distance learning component - training of national multipliers (trainers of tutors) and tutors from Azerbaijan and Kyrgyzstan at ITCILO courses. The ITC Turin contributed 50 % cost sharing of 2 training courses on Virtual Resource Platform.

The Gender component of the project included 6 work months and mission costs allocated for GENDER department (ILO Geneva Headquarters) work with SRO/Budapest and for technical support to gender activities under the project.

3. Purpose, Objectives, Clients of Evaluation

The purpose of the evaluation is to ensure accountability and support evidence-based decision making in order to better target the next steps.

The objectives of this evaluation are to:

- Assess the immediate outcomes/outputs of the project and its effectiveness with regard to achieving the indicated milestones and indicators;
- Identify problems encountered during implementation and means undertaken by the project to overcome these problems;
- Document lessons learned, good practices;
- Develop recommendations for follow up and similar interventions in the future.

The clients of the evaluation exercise are:

- ILO tripartite constituents and project implementing partners in countries of the sub-region;
- Ultimate beneficiaries, including current and prospective users of the Virtual Resource Platform and E-Campus, members of the training network;
- The Donor;
- ILO management and technical specialists at the ILO SRO/Moscow and the Headquarters;
- Project staff.

4. Evaluation Methodology and evaluation questions

The evaluation process follows the ILO Policies and Guidelines on project evaluation, principles of integrity in accordance with the guiding principles of the International Program Evaluation Network (IPEN)¹ and the ILO Gender evaluation guidance.

The evaluation report is based on the results of the following research procedures:

1. Review of all relevant project documents, i.e. Decent Work Country Programmes, project document, work plans, TORs, mission reports, reports on specific activities, surveys, studies, analytical papers and other materials produced throughout the project period.
2. Planning briefing with the ILO representatives and project team in Moscow. The objective was to reach a common understanding regarding the status of the project, the priority assessment questions, available data sources and data collection instruments and an outline of the final assessment report.
3. Individual and group interviews with the ILO/Moscow specialists (project coordinator and evaluation manager), ITCILO DELTA partners (by Skype)

¹ <http://www.eval-net.org/index.php?id=3>

and representatives of the all audiences who are involved in the project as a beneficiary at this project stage: all multipliers (Skype and phone interviews), trainers who were involved in the learning process and just completed the “How to be a tutor course” (personal interviews), constituents’ representatives (personal individual and group interviews). A list of meetings and interviews can be found in Annex 1.

4. Personal interviews during the field mission to Yerevan (Armenia) on February 22-25, 2010.
5. Observation of Start Your Business (SYB) TOT event conducted by the team of tutors who just finished the course “How to be a tutor” (Module D4), February 24, Yerevan/Armenia.

Note regarding research limitations: objective statistical data about the E-learning campus and Virtual resource platform, such as number of visitors, visits’ dynamic, popularity of different pages, average duration of visits etc. are not available, because the metric system is not installed on the Web-sites.

Evaluation Questions

1. Effectiveness of the project:

- What progress has the project made towards achieving its objective - *Increase Member State and constituent capacity to develop or implement training policies?*
- How did the project contribute to enhancement of potential of constituents in delivering skills and entrepreneurial training programmes to young women and men?
- How have constituents been involved in the implementation? Are the constituents satisfied with the quality of tools, technical advice, training and other activities, delivered by the project? Have there been any resulting changes in constituents’ capacities?
- How did the project contribute to increasing the capacity of constituents to develop integrated policies and programmes to advance gender equality in the world of work?

2. Effectiveness of the overall project management approach:

- Were the management arrangements effective? Has the division of work tasks and use of local skills been effective?
- Has the project received adequate technical and administrative support from the ILO and partners?
- Has the choice of partners been effective in terms of them being in a position to support the project and promote its products/results?

3. Efficiency:

- How were the resources (staffing, time, skills and knowledge) used? Have they been used in an efficient manner?

4. Sustainability:

- What is the likelihood of sustainability of outcomes?
- What more should be done to improve sustainability?

5. Lessons learned and best practices:

- What are the main lessons learned, good practices, innovations?
- Are there any areas where difficulties have been experienced? What are the reasons?
- Are there any alternative strategies which would have been more effective?

6. Recommendations:

- Are there any suggestions, recommendations for the follow up activities?
- What would be the most appropriate next steps?

OECD/DAC evaluation criteria were used to interpret research findings.

5. Findings, status of outcomes, lessons learned, best practices

5.1 Effectiveness of the project

The project has achieved its objective - *Member State and constituent capacity to develop or implement training policies have increased*

Development and implementation of the web resource Platform and E-learning Campus launched a new stage in the development of educational systems in the countries of the region. Among direct target groups under the reach and influence of the project there are tutors and educational organizations (ILO programs facilitators), as well as ministries, agencies, national institutions of vocational education in charge of the development and implementation of training courses for young women and men, who are interested in the implementation of modular systems of education. Representatives of employers, trade unions and national employment services fall into the category of secondary beneficiary target groups.

According to the Tutors, who successfully completed their training, they have received an opportunity to significantly broaden their training programs' outreach. First of all, it concerns the chance to involve in the education process residents from the remote regions and from the regions difficult to access. And certainly it concerns a possibility to conduct inter-country training programs. Interviewed experts² predict a multifold increase in the use of the programs of youth training in their countries. They suppose that in the nearest future, within two to three years, the Internet will gain vast coverage in the whole region.

The below Internet penetration rate indicators in the countries of the region support this statement³:

Country	Population (2009 Est.)	Internet users (2000)	Internet users (2009)	Penetration (% Population)	User growth (2000-2009)
<u>Armenia</u>	2,967,004	30,000	191,000	6.4%	536.7%
<u>Azerbaijan</u>	8,238,672	12,000	1,485,100	18.0%	12,275.8%
<u>Kazakhstan</u>	15,399,437	70,000	2,300,000	14.9%	3,185.7%
<u>Kyrgyzstan</u>	5,431,747	51,600	850,000	15.6%	1,547.3%
<u>Uzbekistan</u>	27,606,007	7,500	2,469,000	8.9%	32,820.0%
<u>Tajikistan</u>	7,349,145	2,000	600,000	8.2 %	29,900.0 %
<u>Georgia</u>	4,615,807	20,000	1,024,000	22.2 %	5,020.0 %
<u>Belarus</u>	9,648,533	191,000	3,106,900	32.2 %	1,626.1 %
<u>Russia</u>	140,041,247	3,107,000	45,250,000	32.3 %	1,359.7 %

² Here and in the subsequent text "experts" means also "interviewees"

³ According to www.internetworldstats.com

Detailed information about Internet development in the target countries of the sub-region as a basis for development of distance training systems is enclosed in Annex 4.

For the Ministries and agencies responsible for training programs for young women and men the most important value of the project is that it provided access to the materials on modular education, as well as an opportunity to discuss their own programs with specialists from different countries. Despite the fact that not a big number of participants have taken advantage of this opportunity, it still remains among the priority spheres of their future activities. The Platform is basically targeted at those who have already participated in the ILO programs, but some point out that they recommend it to their colleges as a good source of information about modular education. Another advantage is that the materials have become easier to get and information can't be missed, for example, in case a member of the network resigns or changes jobs.

Both ministries' representatives and trainers emphasized the general drawback of the two virtual resources: the Platform and the Campus are presently oriented only at those who have already participated in the ILO programs. It remains unclear how it would be possible to involve new participants and partners – even those who are working already with the ILO programs, but haven't attended the seminars in Turin.

As many experts say, the existing training instruments can be also used by trade unions, employers, national employment services (labour exchange) and other organizations (“clients”) that express strong demand for effective training systems designed for young women and men.

According to the Program participants, the first experience of including the elements of distance learning into the standard educational courses was well received and did not entail any resistance or denial by the “clients” (participants). With some caution, they still intend to integrate these distance training elements into the regular educational process. However, in their present format, the Platform and Campus are of no immediate interest to them, because the interface is targeted mainly at “learners” (trainees).

To resume it all we can make the following conclusions:

- The ILO program tutors consider the offered distance training approach as effective and with great power to enhance capacity to develop and implement training policies in the country. It is proved by positive feedback on behalf of the tutors concerning first results of distance and modular training implementation, clients' desire to use offered methods, as well as high rates of Internet penetration in the target countries. But today we can only talk about the potential of these instruments to make a considerable contribution to educational systems development in the countries of the region. To achieve it there should be necessary conditions that we are going to discuss in this report later.
- The virtual resources allow the constituents to increase their capacity to develop and implement training policies with the opportunity to broaden

geographical and quantitative outreach, to boost inter-country exchange of implementation experiences and of the modular programs. And finally to raise the quality of short- and long-term distance training programs that already exist.

The project has contributed to enhancement of capacity of constituents in delivering skills and entrepreneurial training programs to young women and men

As it was mentioned above, the main advantage offered by the project is the possibility for skills and entrepreneurial training to get bigger audience outreach. Moreover, according to the experts, young people are the main audience to benefit from this approach, because, on the one hand, they have relevant computer skills that are usually acquired within secondary education system and, on the other hand, they tend to use modern communication instruments actively. Experts say that it applies equally to men and women.

Besides, a distant training program makes it possible for those who can't study full-time to get decent quality education (i.e., women who cannot leave the household, taking care of children and family or being on maternity leave). One of the most important components of the program is in providing equal access both for young men and women to distance training systems.

It is important to point out that the interviewed experts consider different ways to use distance training systems for increasing employability. The most universal one is a blended approach that offers the major part of classes in a distance way, but there are also a number of face-to-face classes. Experts believe that such face-to-face classes can be organized in any existing institution – e.g., vocational education school, employment service, trade unions' training center, etc. The blended approach is adequate and suitable for professions that require complicated technical skills. In contrast, distance-only approach would be more suitable for occupations, involving work with computers and office/clerical work, etc. Elements of distance learning can also be used for skills testing by full-time students or as a communication Platform for students, etc.

The majority of the experts note that despite the advantages of distance and modular training systems, the scale of their use will largely depend on such clients as relevant ministries, agencies, employers and trade unions. Nevertheless, it should be noted that one of the important outcomes of the project is the fact that tutors, who have finished “How to be a tutor” course, use the Platform and Campus instruments in multiple ways. For example, professors of VET institutions and higher education institutions stress that they have started to use elements of the distance and modular education within their own training courses. It means that the spectrum of applied tools can vary a lot, depending on the specifics of the educational system - from using it as a Platform for exchanging files or as some sort of library - to creation your own training courses based on the ILO e-Platform and Campus. However, it is necessary to point out that not all the tutors have already discovered for them-selves such broad opportunities of using the online resources in their practice.

The constituents have been involved in the implementation of the project. According to the research findings, the constituents are satisfied with the quality of tools, technical advice, training and other activities, delivered by the project

The main event organized to involve representatives of different ministries, agencies and constituents' organizations into the use of the Platform was a seminar held in Turin in May 2009. One of the principal questions of the seminar participants was whether it is possible to attract new users, specialists from other structures and departments who are also in charge of developing modular training programs in the target countries. Information supplied on the website doesn't define clearly, what are the rights of different participants to get access to training materials. Another difficulty is that some of these materials are not translated into Russian. Even a confirmation of registration is delivered in English. The list of inaccurate information found on the Platform website is attached in Annex 2. Anyway the users of the Platform stress the importance of publication of materials in the Internet and highly appreciate the opportunity given to them.

It is important to note that the Platform audience and outreach could have been much bigger, if a special place was allocated for sections and information oriented at other partners – for example, employers, trade unions. It could be a description of the advantages of modular programs, a list of tutors who work in the country according to the ILO training programs, a tool for communication and experience exchange, training programs that could be helpful for their organization and another kind of information. The chairperson of one trade union mentioned that it would have been of a great value for his organization, if the Platform provided special courses on work safety and membership motivation, because the unions have such kinds of training programs and experience a lack of information.

The following were the difficulties in the use of the virtual resources:

- The E-Campus system has required a higher level of computer literacy from its users.
- Another obstacle for them was the need to have a constant access to the Internet.

Despite the fact that the participants were selected according to these two criteria, about 11 out of 45 tutors failed to finish training courses.

Reasons for failing to complete the course were the following:

- Impossibility to get constant access to the Internet
- Difficulties in understanding the principles of Campus work and the technical ways to fulfill the task (while many showed lack of desire to ask for help on the forum Platform because they were afraid to be considered “stupid” or not to get an answer for their request)
- Absence of feedback with multipliers and difficulties in receiving an answer on the website
- Technical problems (the site didn't load well, users failed to register themselves, etc.)

In the meantime, the best results were typically achieved in groups, whose multiplier used personal direct mailing, phoned from time to time to the participants and used Skype-service to communicate with them. In such groups both men and women with different level of computer literacy achieved equally good results and managed to complete education.

The biggest difficulties were experienced by the participants at the final stage of education. Some stress that they couldn't cope with some technical problems, didn't receive answers to their questions and requests sent to all the available e-mail addresses of ILO representatives.

The trainers/tutors who managed to finish their education say that they have considerably upgraded their computer skills, it has become many times easier for them to use the Internet, and they have started to use the Campus and Platform in their everyday work in order to achieve the following goals:

- To offer new educational instrument (some tutors have already formed groups for distant training up to 50 participants);
- To introduce topics on distance education in their trainings;
- To find a new communication tool in their relations with participants (some kind of professional social net);
- To use this resource as a library, file-sharing system, etc.

The participants of the Turin seminar say that education of that kind is very effective. It helped them to put their knowledge into *effective* practice and considerably upgrade their computer skills.

The project has contributed to increasing the capacity of constituents to develop integrated policies and programs to advance gender equality in the world of work

Within the Project, two important Gender Events aimed to advance gender equality in the world of work were held: Gender audit at the State Agency for Technical and Vocational Education of Kyrgyzstan and WED assessment studies in Armenia and Belorussia.

90 people took part in the round-table "Assessment of the SME's and Women entrepreneurship development" organized in Armenia. Among the participants there were representatives of NGOs, Ministry of Economy, Ministry of Labor and Social Issues, The Bank's Union, Central Bank, Association of young women, Business-companies and Mass Media.

The main results are the following:

- The final report was translated into the Armenian language and sent to the Prime Minister, Department of Labor and Social Affairs, Income Statement Revenue Commitment, Ministry of Economics, to the World Bank representatives (a special meeting was organized), Committee of Statistics, to the "Transparence International" Organization.

- Operation of the law on Tax Vacations was prolonged (as experts say, this decision was influenced, among other factors, by the research results).
- A new agreement was reached with Bankers' Union concerning the possibility to take primary products, semi-prepared foods, etc. as a deposit to secure a loan. It is especially important for women-entrepreneurs, because their husbands are usually the official owners of their common property and this fact restricts considerably women's loan activity. A relevant proposal to the government of the Republic on the terms of providing loans was agreed upon.
- Free of charge Website development for women entrepreneurs was initiated.
- The results were presented at the international conference dedicated to small business development.
- No less than two TV-spots were aired, no less than three publications in the press and ten on the Internet were published. All of them are dedicated to the problems of women entrepreneurship.
- Concrete suggestions were formulated on how to solve the problems of gender inequality, including an idea to create special banks for women-entrepreneurs, centers of women entrepreneurship, etc.
- Several working groups of students, willing to participate in gender equality projects, were created.

To sum up, the main outcome of this component was in providing access to reliable and accurate data, that depicts the situation, and also in demonstrating the urgency of the problem based on exact figures. For example, in Armenia it was for the first time when some kind of gender research was conducted. This problem had been never discussed before at the state level. One of the participants of the round-table conference who represented a government structure pointed out that it was "an unprecedented measure" in fighting gender inequality in the Republic.

With the reliable information about the gender equality situation in the country in their hands, the programs participants received an opportunity to get a better access to the governmental structures, NGOs, as well as to the public, distributing the information about the issue in the mass-media.

5.2. Effectiveness of the overall project management approach

The survey showed that the management arrangements were effective, as well as the division of work tasks and use of local skills

The Project management is characterized by low level of hierarchy and high level of multipliers' responsibility while the unified directorship over the Platform and the Campus still remains valid. According to the survey among the experts, blended-approach (combination of distance training programs with seminars in Turin) enhanced considerably the educational process. Development of "Model" situations of education proved to be another effective measure: within the life span of the project the basics of future functioning of the Campus were conceived and put into practice – "tutors" taught "tutors". It helped to identify the major

difficulties of the Campus, on the one hand, and possibilities, on the other. As a result, the Platform and Campus were developed and adapted at the same short period of time, when a pilot and then a principal group completed their education.

Some managerial difficulties were experienced at the final stage of the project. Some students didn't receive answers and feedback, and didn't have any idea about what was happening with the process of education. The necessary information was missing on the web-site.

In general it is necessary to note an overall lack of human resources in the implementation of the project – in particular, in terms of providing the participants with adequate and timely responses to the questions about the Platform and Campus.

But at the same time it is clear that the level of project coordination and subordination of functions is high. Despite the involvement of several partner organizations, wide geographical coverage and multiplicity of objectives, there were no cases of duplication of functions, the use of local resources was efficient and every participant knew his or her role.

Effective choice of partners in terms of them being in a position to support the project and promote its products/results

According to the findings of the research an efficient selection of partners for project realization took place. In particular way it concerned multipliers, partners for Gender component of the project, as well as partners for web-site construction. Tutors team selection was less effective, because many of tutors proved to be unprepared to complete this educational program.

5.3. Project Efficiency

The resources (staffing, time, skills and knowledge) have proved to be used in an efficient manner

The project requires a high level of skills of all participants involved in the education process. It was a challenging task for many of them to use the virtual resources and create their own courses. It has required all their knowledge of entrepreneurial and skills trainings actualization, reconstruction of courses, finding new approaches to education process organization. The project strategy was aimed at involving all constituent capacities and skills in the educational process. One of the project's advantage was the effective accumulation and consolidation of constituents', partners' and own ILO resources. The result was the integration of constituents' resources on the one hand and development of their activity on the other hand. In spite of human and time resources limitation, the project has achieved its objectives. It's an indicator for the fact that the resources have been used in an efficient manner.

The development of resource Platform and E-learning Campus web-sites took a longest period of time - about 5 months for each. But it corresponds to the average

time spent on such complex tasks as website development and meets the timelines of the project workplan.

5.4. Sustainability of the project results

High likelihood of outcome sustainability

One of the main factor that affect the sustainability of the project outcomes is that for many tutors the resource Platform and E-learning Campus became the essential education tools, which improve their capacity in delivering training programs for young men and women. Even if the ILO will not support the further development of the virtual resources, they have the potential to be a self-aligning system due to the users' activity. Some of the sustainable project results that have been already achieved are the use of the Platform and E-learning Campus as a library, file-sharing system, system for sharing opinions (professional network) and a tool for the creation of own distance courses.

Further steps to be done to improve sustainability

To improve the sustainability of the outcomes, it's necessary to further improve the resource Platform and E-learning Campus both in terms of technical support and contents. As a result of updating materials and news, organizing more active communication in blogs and forums, initiating new topics for discussion and sharing of participants' experiences and providing detailed, step-by-step instructions on the use of the web-site it would be possible to strengthen the existing network and even expand the number of users. Detailed recommendations on how to increase the sustainability of the results are presented in "Recommendations" chapter below.

5.5. Lessons learned and best practices

The main lessons learned, good practices, innovations

The main positive lessons

1. The main positive lesson of the project is that both virtual resources (the Platform and Campus) prove to be in high demand among their users (trainers, tutors and facilitators). The virtual platforms are extremely important and useful for the trainers, who are using the ILO programs in their work, and for the partners from the ministries and agencies, who are interested in the promotion of modular training in their countries. In spite of the fact, that not all of the trainers could acquire the skills to become tutors, those who managed to master the program demonstrate keen interest and motivation to use these Platforms in the future. Some of them say that these distance learning instruments can become an easily-accessible and effective system of education, recommended for implementation at the level of country development programs. At the same time, these virtual resources could and should be

integrated into the existing ILO projects and will enable to improve their effectiveness.

The main negative lessons

2. The Resource Platform and E-learning Campus couldn't be managed by the users only. They need to be managed regularly, by the person or persons who are responsible for the renewing the content, fixing bugs, solving problems and providing prompt feedback. According to the project experience, it's necessary to provide users with complex technical support and an efficient feedback for an effective education.
3. Another lesson is that using of the Web-resources (Platform and Campus) required an appropriate level of computer skills and availability of Internet access. In accordance with these criteria, not totally all ILO trainers may become tutors, so more rigorous selection might be required. Moreover, even those who have experience and skills have met difficulties while using the Web-resources. What may improve the project's work is publishing more detailed instructions on how to use the web-sites, providing an efficient support from the sites' administrators and improving the technical support of the Platform and Campus (e.g., remove bugs and make the system easier to use).

Experienced difficulties and reasons for them

Besides the difficulties in virtual resources familiarization, some of the trainers face the problem of the absence of the feedback according to their tasks, certificates and answers on their questions. Another difficulty was that not all constituents knew about possibility to involve the new users. In particular, when tutors recommend their face-to-face learners to use a Platform, about 50% of them are ready to do that. But according to the feedback from the learners, not all of them got confirmation of registration.

The reason of the difficulties, Internet problems and problems of underdeveloped computer skills of some trainers, become probably a limitation of human resources in the situation when many of functions (such as registration confirm etc.) must be done manually, technical difficulties of resources functioning, difficulties in understanding of manuals and instructions.

The main difficulty in the Gender component of the project realization was a time limitation for conducting the research. But it did not have any negative effect on the project results.

Alternative strategies that could have been more effective

It's a difficult to imagine any alternative strategy that would have the same effect as involving constituents in education and communication by Internet. This type of instrument had to be done, it was only a matter of time. It's important that this instrument was created nowadays when there are big opportunities for its implementation. But there are some important recommendations, which may let improve the effectiveness of the projects.

6. Conclusions, recommendations

1. Maintain the network and update the content

The main recommendation is that the project should keep on working because it is important for the development of employment-generating knowledge and skills in the target countries. At the current stage it is necessary to apply a maximum of efforts to solidify the results, continue and expand the project activities. Now it is important to maintain the network, keep in touch with all the tutors who have already completed education and with potential participants interested in the use of virtual resources. Specifically, it is recommended:

To improve technical support and usability:

- Remove bugs and make the system easier for usage.
- To offer timely feedback for Website users, to answer all their questions.
- To provide technical stability of website functioning: to post detailed instructions, to make a section of frequent questions, to develop virtual instruments for increase of their usability. The list of recommendations for the Platform web-site is attached in Annex 2, for E-learning Campus - in Annex 3.

To strengthen administrative support:

- To establish a position of website administrator who will be in charge of updating information regularly, preventing and removing defects caused by hacker and spam attacks, answering questions of the participants.
- To inform all the participants about the new position of website administrator who is to tackle all the technical problems. To occupy this position it is enough to be a confident computer user.

To provide informational support:

- To offer more detailed information for tutors about the whole spectrum of virtual resources implementation, stimulate them to discuss this topic and exchange experience. The surveyed experts also say that it would be very useful to know and make a thorough study of successful experiences of Western countries in realization of distance and modular training programs.
- To post and update information, to work out new programs, to initiate and support the work of forums and blogs.
- To define and post information on the website about the conditions of getting access to the Platform and Campus materials – in particular who can get it and what sort of materials, so that participants could know that.
- To stimulate participants to share recommendations and wishes concerning the Platform and E-learning Campus.

To expand the content:

- To pay special attention to the system of evaluation of distance training quality. It is also desirable to make a special sub-section where materials on this topic would be placed.
- To translate or post programs, which have already been translated into the languages of the countries where tutors work. It is necessary to note that in some countries, for example in Azerbaijan, information of that kind is already available.
- To develop new modules and translate them into national languages.

To conduct face-to-face seminars:

- In order to establish continuity and sustain the future of the virtual resource platform, regular meetings of active participants should be organized. The Turin Centre could provide neutral resourceful grounds for the next meeting to be organized in a timely and constructive manner the first half of 2010.

2. Adapt the contents to the needs of the constituents

The second important recommendation is to adapt the virtual resources to the needs of the constituents – trade unions, employers, governmental spokespersons, employment services, etc., and develop a new component (section) on the web-sites, oriented at the ILO partners.

Relevant sections can include information about distance learning effectiveness, description of advantages of distance and modular training, overview of implementation experiences in different countries, useful materials – statutes, acts, etc., discussion Platforms for the topics of international interaction, contact information of specialists working with ILO programs.

From the first click on the page of the website every constituent or trainer should feel that this resource is designed for him and find easily his way to the information he is looking for. After the adaptation, it is important to organize a special campaign for the Platform and E-learning Campus promotion for the constituents.

3. Promote visibility and expand outreach

The third important recommendation is to make resources more popular and visited. For this purpose it is necessary:

- To increase usability of the website for it to be used not only by ILO tutors but also by new users. It can be provided by posting information about current projects that are realized in the countries and conditions for participation in them.
- To replace domain names of the resources by more simple ones or to use ilo.org/ in all the materials.
- To integrate the metric systems to aggregate statistical data about visitors' number, popularity of pages, duration of visits and other information.

- To use virtual resources to conduct other projects and programs in the countries of the sub-region – as a feedback and communication Platform, source of information, etc.
- To take into account the spectrum of services offered by other ILO sub-regional programs in the area of employment and include the virtual resources as a tool for opinion and knowledge sharing, type of library etc.
- To develop advertising and social promo campaigns of distance training programs in the countries. They can be conducted in the following ways: relevant ad materials and plans are placed on the Virtual Platform and every participant can use them and raise effectiveness of the process by providing information about his or her own program. The easiest way is to post on the Websites special Internet-banners of different size and standard text of advertisements for print and outdoor media with additional contact information.
- The principal recommendation for the Gender component of the program is to continue research in other countries of the sub-region.

Annex 1. List of interviewees (experts)

1. Gulmira S. Asanbaeva, employment expert, ILO TC and RBSA projects
2. Lilit Asatryan, “Armenian Young Women’s Association” NGO, Armenia, Multiplier
3. Anahit Asatryan, Republican branch union of professional organizations of workers of state enterprises, municipal authorities and public service of Armenia, Tutor (just finished the course “How to be a tutor” (Module D4)
4. Elena Akopova, Head of Republican branch union of professional organizations of workers of state enterprises, municipal authorities and public service of Armenia, Yerevan
5. Danylo Anishchenko, ILO, Ukraine, Multiplier
6. Svetlana Brutchikova, Business Advisory Centre, Kazakhstan, Tutor (just finished the course “How to be a tutor” (Module D4)
7. Nune Hovhannisyan, ILO National Coordinator, Armenia
8. Vera Ivanova, ILO, Russia, Multiplier
9. Alexander Kuznetsov, Business Advisory Centre, Kazakhstan, Tutor (just finished the course “How to be a tutor” (Module D4)
10. Monica Lisa, International Training Centre of the ILO
11. Urmat Mambetaliev, Professional Lyceum 3, Kyrgyzstan , Multiplier
12. Gagik Makaryan, REU/ Employers Union, Armenia
13. Knarik Malkhasyan, “Center of Small and Medium Entrepreneurship Development”, Armenia
14. Garnik Nalbandyan, National Institute of Labour and Social Research under the Ministry of Labour and Social Protection, Armenia
15. Azad Rakhimov, NHE, Azerbaijan, Multiplier
16. Irina Sinelina, ILO/Moscow, Evaluation Manager
17. Alison Taylder, International Training Centre of the ILO
18. Yordanka Tsvetkova, Regional manager for Europe and Central Asia, International Training Center in Turin
19. Group interview with 19 participants (12 women and 7 men) of the “Start Your Business – TOT” event (24th of February 2010, Yerevan, Armenia).

Annex 2. General notes about Virtual Platform web-site

There 94 registered permanent users on the Platform. Personal information (profiles) of the users including contact information easily can be found in contact information section, but only for registered users. During the review number of guests and users hadn't exceed 4. Platform and uniformly displayed in all popular web browsers like IE, Opera, Mozilla Firefox, Google Chrome, Safari. Web pages aren't overloaded with multimedia objects, what makes best conditions when working under slow and unstable internet connection. Platform hasn't got WAP or PDA version. Platform is bilingual: Russian and English languages are presented. Web Platform doesn't require Flash or etc. preinstalled. Interface is simple, but navigation can be improved. Platform has got 14 main sections. All of them can be easily accessed from the any page of the Platform.

Best practice section is missing; however it's mentioned in proposal.

News section

There is no news to be displayed to users on the web site. "There are no items to display" phrase is shown all the time. It's recommended to fill this section regularly.



How to start a blog and how to be part of the Fora

Those sections on the web site are empty. They are recommended to be filled.



How to submit a document

Also it is recommended to add more information in “How to submit document” subsection. As it can be found out from the text, there should be special submit option, but there’s not. According to the proposal only those who are registered as writers can submit documents, that’s should be explained here in order to prevent misleading and misunderstanding.



Who we are?

It's recommended to correct bug with headings in this section (see Category 1).

Category 1



Monica Lisa, Italy, is graduated in Communication Sciences and she is a DELTA programme officer. She did work on the creation of a data-base including training support documents for the Programme "Competency-based Training of Trainers". She was involved into several national and international projects and the design of distance learning on-line platforms as well, she did work as tutor and tutors' advisor. Moreover, she carried out tasks of design and validation of distance learning courses and the production of training material.

- The portal team
- ILO Subregional Office, Moscow
- The International Training Center Turin (ITC ILO)

Persons with disabilities & Migrants Corner

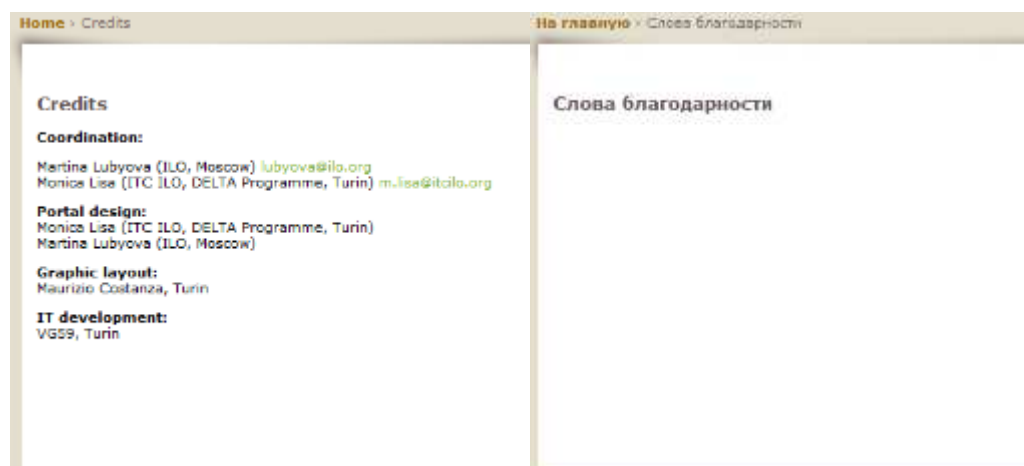
It's recommended to check link or/and add some text below the heading.





Credits

Information from this section is missing in Russian version of the web site.



Know about business

There is absence of explanatory text translation into Russian in this section.

На главную > Знакомство с бизнесом

Знакомство с бизнесом

Know about business means to understand the role of business in the society, its contribution to the wealth of nations and its social responsibility; entrepreneurial attitudes and behaviour and to be informed how an enterprise is functioning.

KAB is a training programme for trainers and teachers in vocational education, secondary education and also higher education designed for a 120 hours course for young students between 15 to 18 years.

Название или ключевое слово

Ключевые слова

Географическое местоположение

Блог

- ▶ Этери, касательно скачивания документов
- ▶ Гульмира Асанбаева
- ▶ Знакомство с порталом
- ▶ Подробнее

Search engine

During the review of the web site and checking search engine were found several bugs. In general, there are significant problems with search requests. It's strongly recommended to be reworked. Few examples are presented in screenshots below. On the first picture it clearly can be found desirable item (MST, Presentation and etc.) presented on the page, however this recourses couldn't be found by search request.

Browse by Thematic Area

Keywords

Geographical area

Thematic Area

Blog

- ▶ Этери, касательно скачивания документов
- ▶ Gulmira Asanbaeva
- ▶ Let us learn how to use the portal
- ▶ Other

Results 1 - 20 of 110

<< Start | < Prev | 1 | 2 | 3 | 4 | 5 | 6 | Next > | End >>

Модульный пакет - Парикмахер (женский мастер)

Пакет модульных учебных материалов для профессиональной подготовки по профессии "Парикмахер (женский мастер)"

Number of comments: 0





Title	Модульный пакет - Парикмахер (женский мастер)
Node	Modular Skills Training » MST packages
Thematic Area	MST
Geographical area	CIS
Abstract	Пакет модульных учебных материалов для профессиональной подготовки по профессии "Парикмахер (женский мастер)"
Body	<p>Включенные в пакет учебные материалы и программно-методическая документация рассчитаны на слушателей, которые осваивают рабочую профессию как в учебных заведениях, так и непосредственно на производстве, и педагогических работников.</p> <p>Содержание учебного материала раскрывается в учебных элементах, объединенных в модульные блоки. На основе типового учебного плана и программы, включенных в пакет, по результатам тестирования слушателей педагогическим работником разрабатываются индивидуальные программы для овладения ними модулем трудовых навыков (МТН) по профессии. Модульный</p>

Home > Browse by Thematic Area

MST

Keywords	Модульный пакет - Парикмахер (женский мастер)
Geographical area	CIS
Thematic Area	MST
<input type="button" value="Search"/> <input type="button" value="▼"/>	

Results 1 - 1 of 1 << Start | < Prev | 1 | Next > | End >>

Генерируй бизнес-идею
Generate Your Business Idea Manual in Russian
Number of comments: 0

Results 1 - 1 of 1 << Start | < Prev | 1 | Next > | End >>

Blog and Forum bugs

There are some problems to be fixed in blogs section. They are linked with translation and special web development problems. Following screen shots are to point out places to be fixed.

09/03/2010 02:59

ciYScm Excellent article, I will take note. Many thanks for the story!



03/02/2010 02:28

MW1200 wzlvltlmjbab, [url=http://zrmwosujmkyq.com/]zrmwosujmkyq[/url],
[link=http://vpuqhifbzuzv.com/]vpuqhifbzuzv[/link], http://rtwdowdgyfde.com/



05/12/2009 01:57

xEp7wd vvoidrbkubot, [url=http://ewydyvtybdyh.com/]ewydyvtybdyh[/url],
[link=http://gsojqppebbin.com/]gsojqppebbin[/link], http://aukbasolqwx.com/



03/12/2009 18:51

7MXdxR vriwrfqcgsh, [url=http://fbolvcowvtya.com/]fbolvcowvtya[/url],
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01/12/2009 17:22

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03/08/2009 03:37

sPx242 ikxmchqoysgq, [url=http://tsgakxfbqolh.com/]tsgakxfbqolh[/url],
[link=http://qjscuvolgtkl.com/]qjscuvolgtkl[/link], http://iswhtswxbus.com/



Let us learn how to use the portal

Monica Lisa

14 March, 2008

This Blog is for the portal users

Those who want to share their resources, those who need to find material already developed by others; those who like to be in a virtual community and those who want to learn by exchanging: you are all welcome to this portal!

Dear all,

this Blog is for us to exchange doubts and share difficulties on the use of this portal. Those who have proposals for solution should come in and help

Geographical area: Others

Author: Monica Lisa

» Add comment

09/03/2010 02:59

ciYScm Excellent article, I will take note. Many thanks for the story!



Знакомство с порталом

Monica Lisa

14 Март, 2008

Географическое местоположение: другой

» Добавить комментарий

09/03/2010 02:59

ciYScm Excellent article, I will take note. Many thanks for the story!



03/02/2010 02:28

MW1200 wzlvltlmjbab, [url=http://zrmwosujmkyq.com/]zrmwosujmkyq[/url],
[link=http://vpuqhifbzuzv.com/]vpuqhifbzuzv[/link], http://rtwdowdgyfde.com/



Advantages of the competency-based approach

Suggerisci una nuova discussione

Discussions	Last Post	Replies	Unread messages
Author: Monica Lisa Linking working and studying	25/05/2009 13:22	1	0

Blog is an exchange of experiences among the project participants for the exchange of information materials and access to the latter. Maybe it could be better to create special “Help” or “F.A.Q.” section on the web site in order to not overload (place supposed to chat and share opinions) with some technical issues. As a variant it's recommended to create special topic on the forum.

Summing recommendations

It's recommended to pay attention on missing content, translations and listed bugs. According to system of differing member levels it will be very useful to add some info about their difference and delegated possibilities. Also it will be very helpful to create special Help or F.A.Q. section on the website. It may be forum's topic or just rename blog.

Annex 3. General notes about E-learning Campus web-site

The web-site is simple, visually clear and well structured. E-learning campus web-site displayed in all popular web browsers like IE, Opera, Mozilla Firefox, Google Chrome, Safari. Web pages aren't overloaded with multimedia objects, what makes best conditions when working under slow and unstable internet connection.

E-campus is bilingual: Russian and English languages are presented. But Russian and English languages version are different. English web-site is simpler, it doesn't contain calendar, some sections, and the news' line and news' section are not connected in English version.

Campus doesn't require Flash or etc. preinstalled. Interface is simple. Easy navigation contains base official functions: search, authorization and three section rich in content.

The information services placed on the main page: ELearning News, Polls, and Calendar (is absent in English version) practically are not involved.

Sections

Home Page

The navigation is minimum loaded – on the main page in official top line – a language choice, further the subject authority of three main sections of the web-site, authorization, Search, ELearning News, Polls, Calendar.

The convenient panel of locations' indications on a sitemap "you are here:" in the top of official line allows quickly return to the necessary of the seen pages of the root directory of the web-site.

Standard advantage of the web-site - Search on the site, allowing to find the necessary information on a keyword and Advanced search, with professional search by participants of the project of texts and the files placed on the web-site.

Module "Calendar" existing only in the Russian version of the web-site, shows current date, and despite the function of "viewing in the opposite direction" there is no any content.

Despite qualitatively made polling panel, the polls practically were not used by users of the web-site. So in the poll for August 2009, 18 persons have taken part in survey and for September 2009 - only 5. In total, for all period of the project on the web-site only 3 surveys were implemented.

In the English version one survey in which five visitors of the web-site has taken part is placed only.

The section News (ELearning News) is dramatically drops out under the meaning of a content of the web-site. The content of news, especially in the Russian version does not connected with subjects of the web-site and with a clique on heading the web-site is closed, opening Yandex.News, SNGnews (<http://sngnews.ru>) or the site of

businessman Sergey Eryomenko (<http://www.busvil.ru/>). In total on the web-site 45 news are placed, from them directly concern distance educations - nine news from the web-site about distance educations (<http://www.dlearn.org>). In the English version on the main page, except a news line containing 10 announcements-references on various thematic web-sites there is also a special section "News", but it contains only one paragraph and the reference to the material "Article in the ILO Rome Newsletter".



In the English version on the web-site the section "Programme In Brief" (Home → En → Programme In Brief → test page) is still empty, but opened. The content of the section is the text page. There is no such section in Russian version.



The accessibility of the official section "Accessibility" and such standard sections as "Site map" and "Contact" may be the advantage of the web-site.

The section: Training offer

The main content of the web-site is distance courses. In spite of the fact that all of them have already ended, the recruitment on them is still functioning. The functional of the web-site does not disconnect the registration after the completion of list making, the registration on a course is accessible even upon termination of the course.

The training program - the list of courses in the table is not structured and not give such service - for example such traditional how to sort by date, on subjects, alphabetically, or to show current or complete courses.

The section: How to use the site

For users of the web-site there is a detailed description of all the necessary actions and manuals with the page's pictures of the web-site are prepared. However at addition of data and after button Submit pressing in compliance with the instruction the user does not receive the automatic letter acknowledgement on the brought data, and also the request to confirm the desire of registration through reference activation in the automatic letter. In the instruction it is only informed that "Now it is necessary for you to wait decisions of the teacher-adviser about accepting on a course. On the e-mail address mentioned by you the letter in which your further actions will be described should come".

The term of decision-making about accepting and the more the departure of the letter with motivated refusal, judging by the mentioned rules are not specified and are absent.

The section: About us

It is possible to consider as the web-site merit the detailed answer with additional materials in format PDF in section "About us". In particular in section materials are placed: The ILO Sub regional Office for Eastern Europe and Central Asia and Countries Covered. And also references to the pages of the web-site ILO devoted to activity in Azerbaijan, Kazakhstan, Kyrgyzstan, Armenia and Tajikistan. In the Russian version of the web-site to short descriptions are attached detailed booklets about ILO in format PDF.

Summary and Recommendations

The web-site has accurate and clear structure, usability and simple design.

However it is necessary to finish off a part of sections of the main page: to fill with content sections of news and a calendar. At placing of materials of news it is recommended to place texts of news directly on the web-site. At moving to other web-site under the reference to open a new window.

Also it is important to build the thematic logic and frequency of carrying out of surveys, with summarizing and their placing in web-site news.

It is recommended to synchronize English and Russian versions of the web-site, both on structure, and under contains of materials.

At registration of the participant it is necessary to send it the automatic letter-acknowledgement of its registration and the message during what term the decision about taking on or refusal will be accepted.

Also it is recommended to make more noticeable buttons of sections "Accessibility" and "Contact".

According to trainers' feedback, it would be very useful to stress the main buttons on the administrative panel and to provide simple and detailed instructions for users.

Annex 4. Description of Internet development in countries of the sub-region

Armenia

According to the date of 01.02.09 there are 14 Internet providers in Armenia. 3 major providers - "Armentel", "Fibernet", "GNC Alpha" offer total 3.105 Gb/s connection speed. Network is organized that way, so 80% of Internet connection traffic incomes from Turkey within optical fiber cable that runs through Georgia. That case makes Armenia strongly dependent from situation in Georgia. So far, for example, on Monday 01.03.10 Armenia remained partly without the Internet because of the fiber optic cable termination in Georgia. Today 90% of information is transferred internally in the country goes outside the border and only then goes back. That happens because of disorganized web structure and in-country network absence. Major way to connecting to the Internet is dial-up. This caused by very high prices of Internet access. Average price for an hour dial-up Internet access is about 48 cents, plus 20 cents for using phone line (summary 68 cents per hour). However, there are another types of connections in Armenia. For example, Cornet launched a nationwide network in Yerevan and 18 biggest cities of Armenia. It uses 802.16e protocol in the 3.6-3.8 GHz frequency diapason. It provides 27 Mb/sec speed. Also, the WI-max providers in Yerevan can be found.

Talking about government support and Internet development programs, we should mark out "PC for everyone" and "School Internet network of Armenia" programs. These government activities started in 2009 include strategic development of informational scope in 3 years. Planned speed of available connection speed would reach 100 Mb/s. By the beginning of September 2011 more that 1200 Armenian schools are planned to be connected through School Internet network.

Azerbaijan

Azerbaijan was one of the first from the post USSR countries to enter age of Internet in 1991. More than 10 thousand web sites that has got .AZ domain name. Despite the high penetration rate of 18% it does not mean same quality of Internet connection. Until 2004 users in Azerbaijan could access the Internet only through dial-up connection. By the latest data there is still figure of 90% dial-up users in Azerbaijan. ADSL connection started in 2004 allowed to increase connection speed, however 95% of all connections went through 1 satellite Internet provider AzerSat. That caused channel overload and low connection speed. In 2007 technology of one way satellite connection PeykDSL gave users opportunity to connect via high 24 000 Kb/s speed all across the country. Nevertheless, even this technology settled Azerbaijan outside the race, because speed and price ratio was still unsatisfactory comparing to other countries. By the latest data, there are 13 Internet providers in Azerbaijan. Azerbaijan's Education Minister declared 2010 the Year of the use of information and communication technologies in education. That proposed 500 more schools to be connected to the Internet via special network. As previously reported on the meeting of the Cabinet of Ministers, Minister of Communications and Information

Technologies Ali Abbasov, the main objective of the Ministry in 2010 is development and modernization of IT infrastructure, access to information for citizens about the activities of state bodies, the introduction of IT at all levels of government, the development of products and services IT and enhancing their export capacity, attracting foreign investment, banking and financial services, development of e-commerce and online-health. As a conclusion we would remark that by the present situation in Azerbaijan can be characterized with more or less up-to-date Internet technologies, but their quality and prices are still unaffordable.

Kyrgyzstan

By the year 2004 Kyrgyzstan's government licensed about 48 companies to transfer data, where 20 of them were Internet providers, where quarter of them were the first level providers with external web access. By now "Elcat" is the leading provider in Kyrgyzstan, holding about 40% market share. Apart from commercial providers, in Kyrgyzstan, there are two non-profit: KyrNet, created by the Soros Foundation, and FreeNet, sponsored by IREX. Non-profit service providers provide Internet access to non-governmental organizations, academia, the media. Despite the presence of large companies-providers in the regions of Kyrgyzstan, for many citizens of the republic one of the main obstacles to the web experience is a lack of knowledge of where it is necessary to apply for access to the Internet. Thus, 87,9% of all non-users could not remember any names of national Internet service provider. The most common way to access the web in Kyrgyzstan stays dial-up connection. As a conclusion we would remark very low present level of Internet development in region, but great opportunities in future.

Kazakhstan

Number of Internet users in Kazakhstan is constantly growing. Particularly rapidly growing number of people using broadband outlets - ADSL and optical fiber. Actively developing the technology - «WiMAX». According to the legislation of Kazakhstan all web sites have the status of the media. Compared with the leading countries of the world Internet penetration rate in Kazakhstan is still very low. "Kazakhtelecom" is the largest internet provider in Kazakhstan. The actual data of "Kazakhtelecom", the number of service users access the Internet at the end of 2009 exceeded 1, 800 million people. The growth rate was 153% in comparison with 2008. Including the number of users of broadband Internet (broadband) to more than 1,4 million people. Growth - 215% in comparison with 2008. The number of dial-up users to the Internet during the reporting period amounted to over 398 thousand people. For comparison, for the year 2008 the total number of Internet users amounted to over 1.19 million people. The number of broadband users last year - more than 660 thousand people. Kar-Tel" in conjunction with the brand «Beeline» announced the start of the second phase of the social project "The modern world of the Internet". The project is conducted jointly with the Congress of Youth of Kazakhstan, and aims to increase Internet literacy domestic students. The program in secondary schools across the country will be open classes in which students will be familiar with the possibilities of the Internet and how the mobile network access. The first phase of the project was launched in May last year in school Kostanai and Uralsk, here reached more than 18 thousand high school students. This year's open classes will be held for 147 300 pupils in eight regions of

the country. Classes are held in the form of a game with the distribution of teaching materials, lessons are conducted graduates of technical colleges and teachers of computer science, selected during the casting and undergone special training. As a conclusion we would remark the greatest level of internet development, quality among presented in the review countries.

Uzbekistan

It is estimated that the number of Internet users in Uzbekistan in 2007 was about a million people in 2009 - 2,5 million. This was reported at a meeting of the Uzbek Agency for Communication and Information (UzACI), which was held February 6, 2010. The meeting was devoted to the outcomes of the industry, runs the introduction and development of information and communication technologies for 2009, identifying prospects and future focus areas for 2010. "During the reporting period, the enterprises of communication and information and communication technology services provided to 1.7 trillion. sums (in comparison with the previous year, growth amounted to 16%). 62% of all income, that is 1.09 trillion. sums, received from providing services. This figure compared with 2008 increased by 24,2%, "said UzACI. Setting export companies and organizations met at 138.7%. For projects implemented by attracting direct foreign investments and credits, was attracted \$ 382.34 million, or 543.3 billion soums (the annual plan was fulfilled at 191%). In addition, due to enterprises' own funds utilized 70.4 billion soums. Written correspondence for 1000 is 665.5, the plan is executed on 102,6%, said UzACI. As of 1 January 2010 the number of businesses for data transmission, including providing services for connecting to the Internet has reached 958 units., The total number of points for collective use - 1000. The overall rate of use of international information networks has reached 1.2 Gbps. Number of domains registered in the UZ, far surpassed in 9700.

Tajikistan

Director of one of the telecommunication companies, who wished to remain anonymous, said that for the majority of Tajik citizens were able to afford to buy a personal computer, its cost must be less than 200 dollars. Another factor, according to observers, affecting the use of computers in general, is interruptions in electricity supply. Tajikistan is suffering from constant power cuts, especially in winter. According to experts, Tajik users are also less inclined to use the Internet in connection with low information content in the Tajik segment. Less than 5000 sites have in their name Tajik domains (tj). Of these, only about 10 percent provide fresh information, while others are basically chat rooms and social networking. In Tajikistan, there are 10 Internet service providers, which cover all major towns of the country. In addition, there are four mobile phone operators, offering its customers access to the network through the cell phones. With such a small number of companies providing these services, competition remains low, and the fee for access to the network is not reduced for years. Experts share the opinion concerning the main factors limiting the use of the Internet in Tajikistan, and many of them suspect that the Government itself is not particularly interested to solve these problems. Authorities, experts believe, are cautious about the issue of support media, which can be used by

political opponents as a Platform to spread their views. "Now the government is not beneficial to many residents have access to the Internet, because that is where most of the articles published by the oppositional nature of the republic", - says Vadim Sadanshoev, an expert in the field of citizen journalism and new online media. We would remark poor level of Internet services in Tajikistan.

Georgia

The history of the Internet in Georgia is connected with the competition, then attempt for monopolization, and again the competition, has brought in quality internet and low prices in Georgia. For example there is remarkable market share reorganization a week ago. "Silknet" was created by the merger of UTG with its affiliated group of Internet Service Provider "Wanex" and "Telecommunication Adjara. "Silknet" belongs to the Georgian-Kazakh consortium Black Sea Telecom Holding BV. The company provides in Georgia about 40% of the Internet access. Internet and communication are concentrated in the capital – Tbilisi. 90% of ISP use satellite connection for input and output to “RosTelekom” optics. Home networks undeveloped because density of computers is very low and is unlikely the average home contains at least two users who need constant access to the Internet. Based on the specifics of the settlement of the city, deploy DSL profitable only in the central areas, as peripherals for the most part inhabited by the poor. Therefore, on the outskirts (which constitute 70% of the city) there is no DSL. We would remark very good level of Internet development level in Georgia.

Belarus

In Belarus there are a lot of intermediary companies providing services on Internet access to individuals and corporate clients. 01.02.10 the President of the Republic of Belarus signed a "Decree N 60" about actions to improve the usage of the national segment of the Internet ", which is effective from 01.07.10. Only one company in the country - the state enterprise "Beltelecom (current official name - " Republican Unitary Enterprise Telecommunications Beltelecom ") has a monopoly on the provision of access to international digital streams (telecommunication lines). Beltelecom provides internet access services, including under the trademark "Byfly". "Beltelecom" also provides mobile services by connecting them to the international station, provides long distance and international roaming. Beltelecom preparing a further increase in the Internet gateway. The operator announced earlier that increase external internet channel in Belarus is planned in two stages: first - with April 2010, the second - from May 2010. We would remark very good level of Internet development in country.

Russia

Since 1990 (this year is considered the birth year of Russia's segment of the Internet) Russia for 20 years took a giant leap in the development of the industry, to which other world powers were much longer. Internet audience is the most active part of the working population of Russia, focused on the development progress and innovation. Statistics major search engines Russia's Internet shows that the main interest lies in the audience for information about products, services, education, recreation, political and public life. The trend is decline in interest to "negative" sites that disseminate

information to pornographic content, provoking violence and inter-ethnic strife that promote extremism. Russia holds 15-th place in world in state of internet development and quality. All kinds of internet connection are presented in Russia.