



**Final Project Report**

**Strategic Technical Assistance for Results with Training (START)  
Contract No. EEE-I-00-01-00010-00**

**Task Order: E-Learning**

**September 30, 2002 – April 1, 2007**

Submitted to:  
USAID/EGAT/ED

Submitted by:  
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## I. INTRODUCTION

In September 2002, the Academy for Educational Development (AED) was awarded a four-year contract by USAID/EGAT/ED to implement the E-Learning Task Order under the START/IQC. This task order was intended to provide USAID/EGAT/ED with model e-learning applications that leveraged training content from other USAID-funded activities and that could be piloted in selected countries to demonstrate the feasibility of e-learning as a viable option for delivering capacity building interventions.

The original objectives of the START/E-Learning Task Order were to:

- Conceptualize and develop practical applications of distance learning that could be proposed as pilot activities to USAID Missions, Bureaus and Offices to complement and support new training and follow-on programs across sectors;
- Facilitate linkages and follow-on activities with participants, including documenting the impact of training on the participants' performance in their places of employment;
- Provide core training implementation and management services, including research and collecting and highlighting program results and lessons learned from other USAID-funded training activities as well as from other organizations;
- Produce human capital development resource materials, including program brochures or other promotional materials; and,
- Assist with the design and implementation of special human capacity development-related meetings, seminars and training workshops.

However, there were substantial revisions to the scope of work for this task order during the period of performance. Furthermore, the task order was not fully funded by half, resulting in additional modifications and reductions in the scope of work. The final work plan for this task order called for the a) development of a prototype for observational study tours based on the model used under the Marshall Plan which was to be used to develop an IT based expert systems approach to program development; and b) creation and pilot testing of two e-learning modules in Kyrgyzstan, one focusing on local economic development (LED) and the second on 1C Accounting. These products—along with additional activities requested by USAID—were completed during the period of performance as detailed in the following sections of this report.

## II. BACKGROUND

Building human capacity in USAID recipient countries is critical to promoting sustainable economic growth and development in all other sectors. While USAID has long recognized the value of training to address human capacity development (HCD) needs, changes in staffing in Missions has reduced in-house capacity to plan and implement capacity development activities to meet the increasing demand. Increasingly, USAID's Office of Human Capacity Development in the Bureau for Economic Growth, Agriculture, and Trade (USAID/EGAT/ED) is being called on to fill this gap.

To meet the growing demand, the USAID/EGAT/ED team is generating a wide range of

capacity development options for implementation in USAID presence and non-presence countries that are timely and cost effective. The Office of ED has placed particular emphasis on rapid and creative approaches to complement or substitute for conventional training and capacity development. The START/E-Learning Task Order was designed to provide the Office of ED with pilot e-learning modules to help determine how effective e-learning technologies could be in quickly and flexibly addressing human capacity development needs.

### **III. TASK ORDER ADMINISTRATION**

The START-E-Learning Task Order was signed on September 30, 2002 with an initial period of performance of four years. Although the original project completion date was scheduled for September 29, 2006, the period of performance was extended through April 1, 2007 to allow for significant revisions to the original work plan, as described further below. This extension was at no-cost to USAID.

#### **A. Work Plan and Modifications**

The START/E-Learning Task Order was designed to provide USAID with tools and examples to demonstrate the effectiveness of e-learning as a platform for delivering training interventions. Key tasks in the project's original approved work plan included the development of:

- An interactive e-learning website as a key tool to provide online training, to provide illustrative e-learning modules, and to disseminate information;
- A catalog of e-learning courses to facilitate the identification of e-learning course offerings that addressed issues of leadership, economic growth and the environment and that might be particularly useful to USAID Missions;
- Two integrated e-learning and face-to-face training program models for pilot testing in the EGAT sectors to demonstrate the use of information and communication technologies (ICTs) to deliver common types of training activities funded by USAID;
- A plan for follow-on with participants and their employers to monitor performance changes and facilitate professional networking; and,
- A virtual conference and a face-to-face workshop at an ED conference to demonstrate various e-learning technologies.

In addition, AED was tasked with providing intermittent research and technical assistance dealing with capacity building, organizational development, knowledge management, and input for a best practices guide with emphasis on e-learning.

The initial task order contract, reflecting the scope of work outlined above, was signed on September 30, 2002.

#### ***Revised Scope of Work #1 (October 2002)***

In late October 2002, AED was informed by the USAID Cognizant Technical Officer (CTO) that, due to several events that had taken place since the signing of the contract, two products planned for in the original scope of work would no longer be necessary—the website and

research products. The website was deemed no longer necessary as USAID/EGAT/ED had taken over the Europe and Eurasia (E&E) Training Website and intended to incorporate e-learning activities into that website. Research services were removed from the scope of work as comparable services were available through the USAID-funded, AED-implemented Development Information Services Project (DIS).

At this time, the CTO requested AED to revise the budget based on four products (the work plan, the catalogue of e-learning courses, and the two program models) and indicated that the development and delivery of e-learning products would be decided annually based on the needs of USAID. A revised budget was submitted and approved in November 2002. Shortly thereafter, due to these revisions and USAID's interest in coordinating activities among several contractors implementing e-learning activities, AED was asked to postpone submitting a revised work plan until further clarification of priority areas was provided. Due to difficulties in scheduling a coordinating meeting, there were no activities under this task order until August 2004.

#### ***Revised Scope of Work #2 (September 2004)***

In August 2004, USAID requested that AED add the Center for Economic Initiatives (CEI) to the START/E-Learning work plan and budget to develop a prototype of an observational study tour to the US focusing on industry assessments (see full description below under Section IV, Project Activities). The revised budget and scope of work was approved in September 2004. This was the sole activity requested under this task order until the fall of 2005.

#### ***Revised Scope of Work #3 (January 2006)***

In the fall of 2005, AED initiated consultations with USAID to determine how to best utilize the START/E-Learning Task Order, given that limited time remained in the period of performance and that only one activity (the CEI study tour design) had been requested and completed. These consultations resulted in the development of a revised work plan by then-Task Order Manager Kelly Murphy in October 2005.

Shortly after developing the revised work plan, Ms. Murphy left AED and Jason Kelleher was proposed and approved as the new Task Order Manager on November 14, 2005. Ethel Brooks, Jason Kelleher, AED Task Order Manager, and Margie Joyce, AED E-Learning Specialist, met on November 22, 2005 to discuss the revised work plan and related issues.

Subsequently, the revised work plan, a realigned budget and request for a no-cost extension of the task order completion date from August 26, 2006 to August 26, 2007 was submitted to Charis Nastoff, USAID Contracting Officer, on December 8, 2005. These revisions were approved on January 11, 2006. This version of the scope of work included the development of three e-learning products, two of which would build off of the success of existing USAID projects, including the START/Pakistan Teacher Education and Professional Development Project (PTEPDP), and the eCenters launched under the Last Mile Initiative. This version of the work plan is included as Annex IA of this report.

The first e-learning module focused on *Local Economic Development (LED)*. AED had a developed a modular curriculum for classroom application earlier, and, under the E-Learning Task Order, proposed to adapt selected modules into an e-learning format for pilot application in

five centers in rural Kyrgyzstan as part of the eCenter Last Mile Initiative activity.

The second e-learning module was to be determined on the basis of a rapid needs assessment of additional e-learning needs in Kyrgyzstan and linked to the eCenters. Based on preliminary input from AED staff in the field, we initially envisioned developing a *IC Accounting Module*, a *Computer Skills Module*, or an *ESL Module*.

The third e-learning module planned was the development of an *English as a Second Language (ESL)* module building on a curriculum George Mason University and a local partner, the National Institute for Modern Languages, were developing for pilot application in Pakistan under the START/PTEPDP Task Order.

#### ***Revised Scope of Work #4 (September 2006)***

In June 2006, AED was informed by USAID that there would be no additional obligation above the \$200,000 obligated at that time. Given the reduction in funding from \$418,804, AED was instructed to submit a revised budget reflecting what could be accomplished with the \$200,000 obligation and to resubmit the request for a no-cost extension to April 1, 2007. The revised budget and request for a no-cost extension were submitted to USAID's Contracting Officer, Charis Nastoff on July 7, 2006 and approved shortly thereafter. AED was instructed to, pending receipt of the contract modification, develop and submit a revised work plan. The contract modification was received and signed by AED on August 1, 2006. Due to staff travel, the revised work plan (which is included in Annex IB of this report) was not submitted until September 1 of the same year. It was subsequently approved by the CTO on September 6, 2006.

The revised work plan focused on the development of two e-learning modules for pilot application in the eCenters Last Mile Initiative Project in rural Kyrgyzstan. One module was to be adapted from AED's four-week, modular, classroom-based LED curriculum. AED identified a component of one of the LED modules (the development and expansion of small and medium enterprises) and IC Accounting to be adapted into "mini" e-learning modules. The development of these products is described in greater detail below (see Section IV, Project Activities).

One component was removed from this final version of the work plan—the ESL e-learning module. The September 2006 work plan was the final work plan for this activity. All E-Learning activities are reported against in Section IV.

## **B. Personnel**

The following AED personnel were involved in the implementation of this task order:

### ***Contract Coordinator-Manager***

Mr. Mark Ketcham, AED Vice President and Director of the AED Center for International Training, served as the Contract Coordinator-Manager through the duration of this task order. In that capacity, he provided senior-level guidance for all task order activities as needed.

### ***Task Order Manager***

The Task Order Manager was responsible for overseeing all project activities, ensuring the

completion of deliverables and reports included in the USAID-approved work plan, overseeing E-Learning Specialists, and tracking expenditures against the approved budget.

During the period of performance, the Task Order Manager, a key position, changed four times. Initially, Ms. Cecilia Otero, AED Senior Program Officer, was approved by USAID as the START/E-Learning Task Order Manager. Ms. Otero left AED to pursue other professional opportunities in 2004 and was replaced by Mr. David Seider, AED Senior Program Officer, as the Task Order Manager. Mr. Seider took up a position with another firm in March 2005 and was subsequently replaced by Ms. Kelly Murphy, AED Senior Program Officer and, originally, an E-Learning Specialists under this task order. Ms. Murphy stepped down from her post in October 2005, and Mr. Jason Kelleher, AED Senior Program Officer, was approved as the Task Order Manager and served in that position from October 2005 to the end of the period of performance, April 1, 2007.

### ***Financial Manager***

Ms. Natasha Whitehurst served as the Finance Manager for this task order throughout the period of performance. Ms. Whitehurst is a highly experienced AED finance manager who has provided financial management services for a number of USAID task orders under START and its predecessor, Global Training for Development (GTD). Ms. Whitehurst was responsible for preparing pipelines and budgetary revisions for USAID approval, ensuring expenditures against the budget were in full compliance with all applicable USAID regulations, and ensuring all financial reporting was submitted in a timely and accurate manner.

### ***E-Learning Specialists***

AED's original proposal presented a pool of e-learning specialists on staff that we planned on accessing as specific needs emerged during the implementation of the START/E-Learning Task Order. Ultimately, two e-learning specialists contributed to this activity, providing technical expertise to the development of the e-learning modules included in the work plan:

Mr. Steven Rynecki, an AED Senior Program Officer, provided technical expertise and e-learning product development oversight for the local economic development and 1C Accounting modules. Ms. Margie Joyce, another AED Senior Program Officer, lent her expertise to the planning phases for an English as a Second Language e-learning module. However, this module was eventually cut from the work plan due to the lack of an additional obligation.

### **A. Subcontractors**

Two subcontractors were engaged in the implementation of activities under the START E-Learning Task Order:

- Center for Economic Initiatives (CEI): CEI was subcontracted on a sole source basis by AED at the request of USAID. CEI's scope of work was to develop a set of guidelines on Marshall Plan-like study tours to help improve productivity in developing countries (see Section IV, Project Activities).
- Tegizcom: Tegizcom, a Kyrgyzstani software development firm, was selected on a competitive basis to adapt the LED material and 1C Accounting Standards into an e-learning platform (see Section IV, Project Activities).

## IV. PROJECT ACTIVITIES

Specific activities under the START/E-Learning Task Order are summarized below:

### A. Study Tour Specifications

In August 2004, USAID requested AED's support in helping to develop an expert system that would provide USAID Missions with a tool for developing Marshall Plan-type study tours to support the economic development of conflict-affected countries. To implement this activity, USAID requested that AED work with the Center for Economic Initiatives (CEI) to provide access to Mr. James Silberman and his business association, Mr. Lee Cole. The objective was to provide USAID Missions with a comprehensive introduction to the system to enable them to implement industry-clustered study tours to assist in improving productivity in targeted sectors.

Following World War II, Mr. Silberman assisted in engineering the Marshall Plan and conceptualized, designed and implemented highly specialized, industry-clustered observational study tours that brought over 25,000 people to the US to learn about advanced approaches to production. These study tours were highly structured, beginning with an assessment of the work flow and performance gaps of participating industries in postwar countries, the selection and bonding of participants, the orientation of US host industries, specialized learning activities during the study tours, and follow-on activities. The study tours resulted in an increase in production of 15% in the industries represented by the participants.

AED subcontracted CEI to produce two documents as requested by USAID/EGAT/ED. The documents included:

1. Specifications for a prototype observation study tour training activity outlining all of the steps and considerations for industry assessments and study tour implementation; and,
2. An informational piece explaining the value of the model to potential users.

These products were discussed and agreed upon in meetings between USAID/EGAT/ED and the Silberman-Cole team prior to AED becoming involved.

The scope of work was developed and sent to CEI in November 2004, with a resultant subcontract signed between AED and CEI on January 10, 2005. Both products were delivered to AED and USAID in April 2005 per the contract.

### B. Development of E-Learning Modules

As noted above, between contract award in September 2002 and January 2006, the START/E-Learning Task Order was largely on hold, with the exception of the CEI activity, pending further direction from USAID on a revised work plan. With the approval of a revised work plan in January 2006, AED moved to begin developing three e-learning modules:

- Local Economic Development Module: In 2004, AED had developed and copyrighted a four-week modular local economic development (LED) curriculum for classroom use in

transition communities. The January 2006 work plan included the adaptation of sections of one module of the LED curriculum into an e-learning platform and pilot testing in five eCenters in Kyrgyzstan.

- 1C Accounting, English as a Second Language, or Computer Skills (TBD) Module: The January 2006 work plan also proposed a third e-learning module focusing on a subject area identified during a rapid needs assessment in Kyrgyzstan and in association with the eCenters established in that country under the Last Mile Initiative. Preliminarily, AED envisioned developing an e-learning module focusing on 1C Accounting Standards, English as a Second Language, or Computer Skills Training.
- English as a Second Language Module: AED and USAID agreed that a second e-learning module would be an adaptation of an English as a Second Language (ESL) curriculum developed under the USAID-funded Pakistan Teacher Education and Professional Development Program for pilot application in rural areas of Pakistan.

In addition, in January 2006, the USAID CTO requested that AED consult with Development Associates, which held another e-learning contract, to explore opportunities for working collaboratively to develop and launch an e-learning module for Africa. The CTO suggested that a module that focused on HIV/AIDS-related issues and engaged the Africa Virtual University as a potential host institution for the course would be of particular interest.

In the sections below, we outline progress made on each of these modules under the START/E-Learning Task Order.

### ***Local Economic Development Module***

In March 2006, AED developed and released a scope of work to three local Kyrgyzstani firms with sufficient expertise to adapt selected segments of AED's LED curriculum to an e-learning platform. The firms included the Scriv Software Company, Mads Group (which subsequently changed its name to Tegizcom), and Abikon. The RFP was sent directly to these three companies, which were identified through research by Steven Rynecki, an AED E-Learning Specialist with extensive experience supporting the development of the eCenters in Kyrgyzstan. The RFP was also posted on the AED website to allow other potential bidders the opportunity to respond. The RFP, which is included in Annex IIA of this report, also included the development of a 1C Accounting e-learning module (see below).

Three proposals were received on April 15, 2006—from Tegizcom, Scriv, and Abikon. The AED team requested clarifications to the proposals on May 12 and received revised cost proposals on May 19. Shortly thereafter, the procurement was temporarily suspended due to the lack of an additional obligation from USAID and the need to revise both the task order budget and work plan.

In late September 2006, following the approval of a revised work plan and budget, AED asked both Tegizcom and Scriv to confirm their technical proposal and pricing. Minor revisions were received on October 12, 2006, and shortly thereafter, an AED evaluation team selected Tegizcom as the developers for the e-learning modules based on the strength of their software development and management team, their past performance, and cost considerations. A purchase order was signed with TegizCom on October 24, 2006, and work commenced immediately thereafter.

The following schedule of deliverables was agreed between TegizCom and AED and incorporated into the subcontract:

<b>Deliverable</b>	<b>Deadline</b>
Initial mini module designs submitted to AED	1 December 2006
Beta version of modules completed and ready for piloting	1 January 2006
Field testing of beta mini modules	1 February 2006
Modifications to beta modules completed	1 March 2006
Mini modules launched in all four eCenters	15 March 2006

Tegizcom fell slightly behind schedule in meeting these deadlines. However, the initial mini-module design was submitted and approved by AED on December 11, 2006. The local economic content was translated from English to Russian and incorporated into the e-learning framework by February 15, 2006. Pilot testing and modifications to the beta module were completed by March 29, 2006, and the LED module was rolled out in all five eCenters by March 31, 2006.

### LED Course Content

Economic development is at the intersection of many sectors—housing, education and labor force development, infrastructure, finance, law (legal authorities), health, civil society, and private sector development. AED’s LED curriculum considers the complexities of this intersection from the perspective of democratic governing systems. From the public sector’s perspective, there are important social reasons to do so: it is democratic, egalitarian, and inclusive. For the private sector, the value of a community-based approach to economic development is that it results in an efficient use of resources—a basic economic principle.

AED’s curriculum emphasizes five principles that direct the work of the community as it relates to economic development policy, strategies and actions. First, firms, not local or national governments, create wealth. Second, local economic development programs should be executed in partnership with national and regional policies and programs. Third, efficient and effective public institutions reduce the cost of production for the private sector. Fourth, the physical environment (infrastructure) contributes to a community’s competitive advantage. Lastly, access to employment opportunities improves the overall wealth of a community.

In this framework, the module selected for adaptation to an e-learning platform focused on exploring the dynamics of how public and private sector interests can come together through the LED process to identify shared needs and objectives and mobilize resources to achieve positive results. Specifically, the module focused on the operation of small and medium enterprises (SME) and, where applicable, microenterprises.

SMEs comprise a significant portion of the economic base in most cities and villages in the world. They manufacture or provide the goods and services used by multi-national corporations, national firms, and individual consumers. Building a strong SME base serves as a key target for most non-global communities because they are the main generator of employment opportunities,

assist in creating a strong tax base and encourage the efficient use of reuse of community assets. SMEs also play a crucial and pivotal role in linking local community economic fortunes to those of the global economy.

However, SMEs face significant challenges, including small profit margins. The AED LED module selected for adaptation to an e-learning platform focused on addressing the challenges that impede firms from achieving success. Specifically the course objectives are to:

- Identify critical elements of a sound investment environment for SMEs and explore how local communities contribute to development of SMEs vis-à-vis the overall governing structure of a country, region and community.
- Develop business analysis skills in order to determine firm profitability and to examine private and public financial incentives programs that correspond with firm requirements.
- Explore the impact of community-level legislative and administrative problems on general development issues and review how local governments can overcome obstacles to private investment, either directly or indirectly.
- Craft public – private partnerships that benefit firms and community.

Selected screen shots of the e-learning adaptation of this module are included on the following page<sup>1</sup> and in Annex IIE. The full course may be viewed online at <http://edu.ecenters.kg> (username: Lira, password: 0909).

#### Pilot Testing, Participant & Trainers' Feedback

Pilot testing was conducted in all five eCenters in Kyrgyzstan. A summary of participant numbers for each pilot site is presented below:

<b>Pilot Test City (Town)</b>	<b>Date of Pilot Test</b>	<b># of Participants</b>	<b>Professions of Participants</b>
Talas	March 19-21, 2007	15	Economists, accountants, SME owners, farmers, educators, lawyers, notary (1), youth development professionals, students
Ivankova	March 22-24, 2007	15	
Naryn	March 26-28, 2007	15	
Karakol	March 29-31, 2007	15	
Nookat	April 2-4, 2007	16	
<b>Total</b>		<b>76</b>	

Participant feedback on the module was highly positive, with over 80% indicating that the training focused on a critical area for local economic development and 75% indicating they found the content accessible and relevant.

<sup>1</sup> Please note that the selected webpages inserted into this report appear slightly different than on-line due to an issue associated with inserting HTML files into MS Word documents. The screen shots included in Annex IIE are actual snap shots that accurately depict the appearance of these pages on-line.

## Screen Shot – Main Page – eCenter E-Learning Offerings

**eLearning - Microsoft Internet Explorer**

File Edit View Favorites Tools Help

**eCenters**  
world wide web for all!

РУССКИЙ  
ENGLISH  
КЫРГЫЗЧА

**DISTANCE LEARNING**

» Main » News » About us » Library » Statistics » Contacts

**Register**

» **Students' entrance**

Login

Password

[Forgot password?](#)

» **News**

22.12.2006 - An electronic center offering price affordable telecommunications services with high speed, including: - Access to e-mail - Access to Internet resources - Access to local, long distance and international telecommunications - Access to training courses in Internet - Access to electronic mass media, information resources in Internet (weather forecast, currency exchange rates, prices to agricultural products in different areas of the country, etc. at your demand) - Services related to designing web – sites

[More >>>](#)

**Local economic development**

Local economic development in essence is the distribution of community resources for the purpose of creating wealth; wealth necessary for improved quality of life of all citizens.

[Course description - Join](#)

**English as a second course**

Learn English online with the help of this free website from the "TegizCom". With grammar exercises, games, e-cards and more.

[Course description - Join](#)

**Computer literacy**

Learn computer literacy course from tasks as basic as using a mouse and Internet navigation to more complex computer skills.

[Course description - Join](#)

**1C accounting**

1C accounting provides high level of business accounting and tax accounting automation and generation of regular reports.

[Course description - Join](#)

**Certified International Professional Accountant**

Aimed at Kyrgyz accountants who wish to raise their professional level and prove their competency in International Financial Reporting Standards, International Standards on Auditing, and western-style managerial accounting and finance.

[Course description - Join](#)

Start | Novell Group... | Drafts | START E-Lear... | START E-Lear... | eLearning - ... | Document1 - ... | 10:23 AM

## Screen Shot – Main Page – eCenter E-Learning Offerings (Cont'd)

eLearning - Microsoft Internet Explorer

File Edit View Favorites Tools Help

» **News**

22.12.2006 - [An electronic center](#) offering price affordable telecommunications services with high speed, including: - Access to e-mail - Access to Internet resources - Access to local, long distance and international telecommunications - Access to training courses in Internet - Access to electronic mass media, information resources in Internet (weather forecast, currency exchange rates, prices to agricultural products in different areas of the country, etc. at your demand) - Services related to designing web – sites

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E-Centers project in Kyrgyzstan  
[lit@aqpl.kg](mailto:lit@aqpl.kg), [ajbek@aqpl.kg](mailto:ajbek@aqpl.kg)

Support service phones in Bishkek: Central office:  
+ 996 (312) 66-00-80, 66-45-65.

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Start Novell Group... Drafts START E-Lear... START E-Lear... eLearning - ... Document1 - ... 10:23 AM

**Computer literacy**  
Learn computer literacy course from tasks as basic as using a mouse and Internet navigation to more complex computer skills.  
[Course description - Join](#)

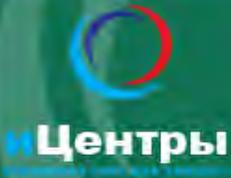
**1C accounting**  
1C accounting provides high level of business accounting and tax accounting automation and generation of regular reports.  
[Course description - Join](#)

**Certified International Professional Accountant**  
Aimed at Kyrgyz accountants who wish to raise their professional level and prove their competency in International Financial Reporting Standards, International Standards on Auditing, and western-style managerial accounting and finance.  
[Course description - Join](#)

## Screen Shot – Exercise in the LED E-Learning Module

http://edu.ecenters.kg - eLearning - Microsoft Internet Explorer

File Edit View Favorites Tools Help



РУССКИЙ 

ENGLISH 

КЫРГЫЗЧА 

# ДИСТАНЦИОННОЕ ОБУЧЕНИЕ



» Главная
» Новости
» О проекте
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### Задание: Изучение звена цикла промышленного товара

**Задача:** Закончить анализ своего сообщества и понять эффективность цикличности товара в своей стратегии экономического развития.

Составьте список фирм в ключевых экономических секторах в соответствии с профилем, представленным в следующей таблице:

Кругооборот Продукта и Прибыли Фирмы			
Стадия/этап	Характеристики	Сектор	Занятость
Начало	Исследование, дизайн, эксперимент		
Новый Продукт	Дизайн продукции, патентный продукт, замена рынка		
Рост	Замена продукта, повышение доли рынка		
Господство Рынка	Заменяющая технология, более эффективный процесс продукции		
Падение/Ухудшение или Умирание	Потеря доли рынка, закрытие предприятий		

Заполните таблицу в любом текстовом редакторе, скопируйте и вставьте в окно ниже и нажмите "Отправить"

Введите ваш ответ:

Содержание курса

[Урок 1](#)

[Лекция 1.1.](#)

[Урок 2](#)

[Лекция 2.1.](#)

[Задание 2.1](#)

[Урок 3](#)

[Лекция 3.1.](#)

[Задание 3.1](#)

[Урок 4](#)

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## Screen Shot – Exercise in the LED E-Learning Module (Cont'd)

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» **Новости**

28.10.2006 - Гражданская инициатива в НЦИТ В декабре прошлого года Национальный центр информационных технологий (НЦИТ www.it.kg) по инициативе проекта «Гражданская Инициатива Интернет Политики» провел обучение по курсу «Операционные системы Windows2003» для участников из самых разных регионов Кыргызстана

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[Лекция 5.1.](#)

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Телефоны службы поддержки  
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When asked what aspects of the training they would rate the most highly, answers varied from the training methodologies to the business planning component. In addition, the participants noted that they found the approach of engaging different sectors of communities in jointly assessing barriers to economic development applicable to their communities. The participants also noted that the practical training that accompanied the e-learning module was useful.

Local trainers who facilitated the pilot testing were also asked to provide their feedback on the e-learning module. Their positive feedback included the fact that the diversity group of participants who attended the pilot testing found the material accessible and were very interested in the subject matter. They also indicated that the participants found the general introduction to LED approaches very informative and that the trainees seemed particularly engaged by self-improvement components of the curriculum (e.g., those elements focusing on leadership and its relationship to economic development).

The trainers noted, however, that the course content would have been particularly of use to regional or oblast officials, who did not take part in the program. They also stated that, for rural areas, it would have been more useful if the course content was in Kyrgyz (rather than Russian). Overall, however, both participants and trainers found the e-learning course to be highly useful.

Tegizcom's final report is included in Annex IIB of this report. In addition, a schedule and map of pilot tests is included in Annex IIC, photographs of the pilot tests are presented in Annex IID, and screen shots of the LED module itself are included in Annex IIE.

### Scaling Up and Tracking Use

The LED e-learning module, while initially only planned for use in five eCenters, will actually be available through a far broader network of eCenters. Two additional eCenters have been opened in Kyrgyzstan in 2007, and an additional 65 eCenters will be launched in the next year throughout the country. By the end of 2007, the eCenter model will be launched in five locations in Tajikistan as well. All 77 of these eCenters will employ the e-learning modules developed under this task order, significantly expanding their audience.

As usage of these e-learning applications expands, it will be useful for USAID to track the number of users benefiting from the training. An statistical function has been incorporated into the website of the eCenter, allowing users to quickly and easily see the numbers of participants registered for e-learning courses. The statistics section is easily accessible from <http://edu.ecenters.kg/?pid=5>.

### ***1C Accounting E-Learning Modules***

Steven Rynecki, an AED E-Learning Specialist, traveled to Kyrgyzstan in early 2006 and conducted a needs assessment of the communities around the five eCenters through which the LED e-learning module would be launched. The needs assessment revealed a strong interest in 1C Accounting, a Russian-language basic accounting management software package that is highly regarded in the former Soviet Union and compliant with International Accounting Standards (IAS).

The 1C Accounting module development was included in the RFP described above with the LED

module and was developed and piloted by Tegizcom as described above.

### 1C Accounting Course Content

The 1C Accounting course adapted for an e-learning application provided trainees with a thorough understanding of the fundamental principles and practices of accounting. Specific skill areas included use of the software to facilitate financial accounting, managerial accounting, tax law, financial analysis, and auditing.

### Pilot Testing, Participant & Trainers' Feedback

Pilot testing was conducted in tandem with the LED training, and participant feedback is reflected in the notes under the LED curriculum. Tegizcom's final report is included in Annex IIB of this report, and an illustrative screen shot is included on the following page. In addition, a schedule and map of pilot tests is included in Annex IIC, photographs of the pilot tests are presented in Annex IID, and screen shots of the 1C Accounting module are included in Annex IIE.

### ***English as a Second Language Module***

Between November 2005 and March 2006, AED consulted extensively with George Mason University (GMU) on the adaptation of the English as a Second Language (ESL) curriculum being developed under the START/PTEPDP Project to an e-learning platform for pilot application in Pakistan. GMU was the AED subcontractor under PTEPDP that designed and developed a four-month, US-based ESL course for Pakistani teacher trainers. GMU was also subcontracted to work with the National University of Modern Languages (NUML) in Pakistan to modify the US curriculum for use in in-country training programs.

In February 2006, GMU staff traveled to Pakistan with PTEPDP funding to consult with NUML on their progress in adapting their original curriculum for in-country training. In addition, GMU staff sought to identify specific niche areas where the E-Learning ESL module would be most beneficial. The trip, however, resulted in GMU staff reporting that NUML was behind schedule in developing the curriculum for in-country application. This, in turn, hindered the ability of the START/E-Learning team to develop an ESL module, which required a final ESL curriculum from NUML. By April 2006, it was clear that the NUML module would not be finalized quickly enough to be utilized by the START/E-Learning team.

The E-Learning Task Order Manager and the E-Learning Specialist determined that an alternative approach to creating an ESL e-learning module would be directing development of the module to GMU. GMU was in the unique position of being able to readily select portions of both the US and in-country curricula and adapt appropriate segments into a useful E-Learning module with guidance provided by AED.

As AED was preparing to request USAID approval to subcontract GMU directly to develop the ESL module, we were informed by USAID that an additional obligation would not be forthcoming. Ultimately, this module was removed from the START/E-Learning work plan during the final revision.

## Screen Shot – Exercise in the 1C Accounting E-Learning Module

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Новый Продукт	Дизайн продукции, патентный продукт, замена рынка		
Рост	Замена продукта, повышение доли рынка		
Господство Рынка	Заменяющая технология, более эффективный процесс продукции		
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**Урок 5**

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## Screen Shot – Exercise in the 1C Accounting E-Learning Module

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Academy for Educational Development

  
Гражданская Инициатива  
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(д) Клиент не произвел оплату за 3 месяца, и теперь он предлагает отложить оплату еще на 6 месяцев. Он ожидает, что к этому времени он сможет произвести оплату первоначальной суммы долга.

(е) При внезапной проверке кассы обнаружилась недостача наличности. Ответственный за кассу работник обещает восстановить сумму в течение 2-х недель.

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### ***Additional Module for the Africa Virtual University***

At the request of the E-Learning CTO, in early 2006, AED contacted Development Associates to explore the possibility of using un-programmed funds from another START task order to develop another module, not included in the AED work plan, for pilot application through the Africa Virtual University (AVU).

After an initial discussion with the CTO, several conversations on this issue took place during the reporting period between the AED Task Order Manager and Neil McConnell of Development Associates. AED was also informed that Ed Dennison, a Senior Vice President of Development Associates, was planning on traveling to Uganda in April 2006 and would be willing to meet with AVU during that trip.

The Task Order Manager arranged a meeting for Mr. Dennison with the AVU Learning Center in Kampala, Uganda for April 2006. Further, a list of potential ideas for an e-learning module was developed and provided to Development Associates and AVU for discussion. These included modules focused on local economic development, conflict resolution, teacher training on HIV/AIDS and environmental impact assessments, among others. Following the AVU/Development Associates meeting, Development Associates indicated that AVU would be particularly interested in working with AED to develop a conflict mitigation/resolution module.

Shortly after these discussions took place, at the request of Charis Nastoff, USAID Contracting Officer, the development of this module was cancelled as not being a part of AED's work plan and in consideration of the lack of an additional obligation.

## **V. PROJECT CHALLENGES, LESSONS LEARNED & RECOMMENDATIONS**

Overall the task order was completed with successfully. However, there were also some challenges which had to be faced during the period of performance, and AED has recommendations to inform future e-learning initiatives:

### **A. Long Hiatus during Project Implementation and Reduced Funding**

As noted above, implementation of this task order was on hold for a number of years during the period of performance, pending additional guidance from USAID. This resulted in a "crunch" in the final year of project implementation to finish the two e-learning modules.

The reduction in funding from \$418,000 to the \$200,000 obligated as of the last modification in July 2006 resulted in needing to remove the ESL module from the work plan, which would have allowed us to pilot test an e-learning application in another country and provided a valuable point of comparison between different cultural contexts.

### **B. Delivery Models**

A number of discussions took place on most appropriate delivery mechanisms, particularly around the ESL module for application in Pakistan. For that country, the AED team determined

that a stand-alone delivery model (e.g., a CD-Rom version of the course) would be most appropriate. This would allow users in more remote areas with limited internet conductivity to still benefit from the training.

In the context of Kyrgyzstan, the AED team determined that conductivity was less of a barrier and utilized an internet-based delivery model. However, our tests have shown that the upload speed varies from quite fast some days, to moderately slow on other days. Generally, we would recommend CD-Rom based courses, with links to interactive internet forums for future e-learning models to ensure ease-of-access in all environments.

### **C. Pilot Testing in Multiple Countries**

While the LED and 1C Accounting modules were piloted in multiple communities in Kyrgyzstan, it would have been beneficial if the module were tested in at least one other country at a different state of development. This would have provided additional insight into how the modules would be received in a wider variety of contexts; better informed modifications to ensure the modules were accessible to all users; and resulted in an easily adaptable final product.

**VI. INTERIM FINANCIAL REPORT<sup>2</sup>**

CONTRACT FUND ACCOUNTABILITY STATEMENT							
Contract #EEE-I-00-01-00010-00				Original Obligation:	\$200,000		
Contract Task Order # 807				% Obligation Spent:	99.04%		
<b>AED Task Order # 2970-010</b>							
Contract Name: Strategic Technical Assistance for Results with Training (START) IQC							
Project Title: E-Learning							
Name of Contractor: Academy for Educational Development							
Project Start Date: September 30, 2002							
Project Activity Completion Date: April 1, 2007							
Period of Financial Report: March 31, 2007							
Contract Budget Line Description	Breakdown of Budget by Line Item	Expended Current Reporting Period	Accrued Current Reporting Period	Cumulative Expenditures from Project Start	Remaining Balance for Line Items	% Expended	% Available
Salaries & Wages	46,526	43,771	2,753	46,524	2	100.00%	0.00%
Fringe Benefits	25,291	24,833	1,557	26,390	-1,099	104.34%	-4.34%
Travel and Transportation	3,198	3,152	15	3,167	31	99.03%	0.97%
Other Direct Costs	3,190	1,727	243	1,970	1,220	61.76%	38.24%
Total Direct Costs	78,205	73,483	4,568	78,051	154	99.80%	0.20%
Indirect Costs Direct Costs	28,034	26,821	1,667	28,488	-454	101.62%	-1.62%
Subcontractor Costs	78,969	78,518	0	78,518	451	99.43%	0.57%
G&A	3,948	1,845	0	1,845	2,103	46.73%	53.27%
Target Fee	10,843	10,840	345	11,185	-342	103.15%	-3.15%
<b>Totals</b>	<b>200,000</b>	<b>191,507</b>	<b>6,580</b>	<b>198,087</b>	<b>1,913</b>	<b>99.04%</b>	<b>0.96%</b>

<sup>2</sup> Actual final expenses will be reflected in a final voucher for this activity.

# **ANNEX I**

## **DEVELOPMENT OF E- LEARNING MODULES**

- A. Tegizcom Final Report on LED & 1C  
Accounting E-Learning Modules and Pilot  
Testing**
- B. Schedule & Map of Pilot Tests**
- C. Photographs of eCenter Pilot Tests**
- D. Screen Shots of LED Module**

**A. TEGIZCOM FINAL REPORT ON LED & 1C ACCOUNTING E-LEARNING MODULES AND PILOT TESTING**

**1. Summary**

Subject:	<b>Main subject:</b> Local Economic Development and 1C Accounting <b>Sections:</b> 1.Community and leadership 2.Vision, mission, goals and objectives of local economic development 3.Local economic development				
Trainer:	Sairidinov Sharshenbek, Advisory Training Centre of Rural Advisory Service. Tel.: 00996 0502 226251				
Place:	Talas	Ivanovka	Naryn	Karakol	Nookat
Date:	19-21.03.07	22-24.03.07	26-28.03.07	29-31.03.07	02-04.04.07

**2. Training program**

<b>№</b>	<b>Overall performance</b>	<b>Fill-in</b>
1	Introduction / Key points	Registration & self-presentation of the participants; Training program; Self-appraisal of knowledges of the participants; Agreements
2	Goals & objectives of the course	To give main concepts of Local Economic Development; To teach participants of the training in mini-groups to formulate main concepts of leadership & strategy of Local Economic Development
3	Participants	Native: men & women; associates – people of different age categories; businessmen; farmers; local administration; workers of local infrastructure; teachers; students etc.
4	Precedent conditions	The participant is interested in training & will participate completely
5	Content of the course	1. Concepts about leadership & community; Role of the leadership in Local Economic Development; Main abilities & qualities of the leader; Main differences of the leader from others. 2. Concepts about visions, missions, goals & objectives of Local Economic Development; Examples. 3. Theoretical concepts & working models on estimation, planning, support & modernization of Local Economic Development.
6	Duration of the course	Three days in each of five regions, total 120 hours
7	Date	Talas-19-21.03.07; Ivanovka-22-24.03.07; Naryn-26-28.03.07; Karakol-29-31.03.07; Nookat-02-04.04.07.
8	Methods	Interactive methods with cards, posters, games in mini-groups & discussions
9	Trainer	Sharshen Sairidinov
10	Place	Training classes
11	Methods appraisal	Training-anonymous grades on poster;

	Knowledge-self-appraisal with the help of questionnaire
--	---

### 3. Statistics

#### 3.1. The list of participants - LED

Place: Talas

Date: 19-21.03.07

№	Name	Position
1	Imanbaeva Marina	Economist
2	Kedeibaeva Bagira	Chief accountant
3	Ibraimov Ruslan	Businessman
4	Kylychbekov Aidar	Seed grower
5	Bakirova Jumagul	«Jolon» farm
6	Osmonova Ainagul	«Urmat» farm
7	Kochorbaeva Aida	«Nurdubai» farm
8	Narbotoeva Guljamila	«Boz kozu» farm
9	Izakeeva Aida	Oblast telecom\accountant
10	Davletaliyev Asylbek	«Kara Say» farm
11	Chaldanbaev Asan	«Kara Say» farm
12	Sultanov Eldiar	Accountant
13	Jusupov Murat	Expert
14	Murataliev Masalbek	Farmer
15	Kurmanaliyev Edil	«Nyldy» farm

Place: Ivanovka

Date: 22-24.03.07

№	Name	Position
1	Kadyrova Gul	Farmer
2	Baibekova Tolkun	Farmer
3	Karymshakova Aichurok	«Kut» v., accountant
4	Sulaimanova Kulkair	Farmer
5	Amatova Turdugul	Farmer
6	Kasymbaeva Kuluipa	«Ak Elechek» v., farmer
7	Abdyldaev Kaipberdi	Manager, «Baba-Diykan» farm
8	Turgunbaeva Anash	Farmer
9	Chargynova Gulsina	Farmer
10	Kadyrova Baktygul	Farmer
11	Dautalieva Mairam	Teacher
12	Dokoeva Anara	Teacher
13	Kadyrova Kadisa	Businessman
14	Kurmaeva Ainagul	Accountant
15	Jumaeva Ermek	Farmer

Place: Naryn

Date: 26-28.03.07

№	Name	Position
1	Asylbekov Mirbek	«LARC», lawyer
2	Asanbaev Jyrgalbek	Iri Suu v., farmer

3	Asanbaeva Nasip	Programmer
4	Osmonova Ryskul	Notary assistant
5	Baigazieva Orozbubu	Chief accountant «Dostuk» v.
6	Kuljanova Jumagul	Oblast library
7	Jakypova Salamat	Economic information center
8	Jakypov Asankul	Economist «Ak Kuduk» v.
9	Asylbekova Erkegul	Economist «On Archa» v.
10	Koposhov Sharshembi	Economist «Dobolu» v.
11	Osmonalieva Nurgiza	Economist «Sary Oy» v.
12	Ismailov Ulanbek	Unemployed
13	Abdullaev Kylychbek	Cooperative, «Kenesh» v.
14	Isakov Jusup	Credit organization «Abdrai Ata»
15	Joldubaev Bakyt	«Alysh» farm, accountant

Place: Karakol

Date: 29-31.03.07

№	Name	Position
1	Idirova Farida	Farmer, “Jeti Oguz” district
2	Shershenkulov Nurlan	Youth development center, specialist
3	Amantaev Azamat	Youth development center, volunteer
4	Aralbaeva Jarkynai	Youth development center, volunteer
5	Ismailova Sagdiana	Private entrepreneur
6	Musabaeva Adelia	Student
7	Kartashov Anton	Businessman
8	Ostrojinski Aleksey	Student
9	Ashymjanova Nargiza	Student
10	Ismailov Rustam	Youth development center, volunteer
11	Kadyrkulova Zalina	Youth development center, volunteer
12	Akmatova Almagul	Farmer
13	Momungaziev Kuban	Businessman
14	Raimbekov Arzymat	Farmer, agronomist
15	Termechikov Damir	Farmer

Place: Nookat (Kara Tash v.)

Date: 02-04.04.07

№	Name	Position
1	Turdukulova Zamirahan	Teacher
2	Kalilova Chynar	Farmer
3	Tajibaeva Jyldyzkan	Farmer
4	Atahanova Abiba	Businessman
5	Amanbaeva Sajida	Manager
6	Tilebaldieva Tajikan	Housewife
7	Mamasaliev Murzamidin	Farmer
8	Miymanova Kairinsa	Student
9	Kaarova Nuria	Student
10	Karimova Sharipa	Farmer
11	Tashbaltaev Aibek	Teacher

12	Muhtar uulu Murat	Unemployed
13	Aitbaev Abibilla	Farmer
14	Seitov Artyk	Teacher
15	Tagaeva Kanykey	Farmer
16	Kalykova Klara	Farmer

### 3.2 List of Participants – 1C Accounting

Place: Karasuu city (Osh)

<b>№</b>	<b>Name</b>	<b>Position</b>
1.	Abdishova Samara Hamidovna	Accountant
2.	Addyrakmanov Arzymat Toktomatovich	Economist
3.	Abilov Farhat Kaparovich	Accountant
4.	Alybaeva Aidana Nurkalyevna	Accountant
5.	Asanova Maria Abdykadyrovna	Private entrepreneur
6.	Atakulova Gulzar Saidikassovna	Private entrepreneur
7.	Karimov Gapir Abdykaimovich	Accountant
8.	Kim Alla Stanislavna	Accountant
9.	Kulmurzaev Saparbek Tumonbaevich	Accountant
10.	Mamadjanova Bibajan Raimkulovna	Accountant
11.	Mamasaipov Maruf Sadykovich	Accountant
12.	Mamatov Almazbek Abdullajanovich	Economist
13.	Manahova Tatiana Vladimirovna	Accountant
14.	Mahkamov Kozimjon Rustamjanovich	Student
15.	Miasnikova Nina Nikolaevna	Accountant
16.	Orinbaev Inamidin Ibragimovich	Expert
17.	Rahmattullaev Iliazbek Muratovich	Student
18.	Saipov Tynchtykbek Zairdinovich	Accountant
19.	Saryev Kairatbek Akmatalievich	Cashier
20.	Tagaeva Akbermet	Accountant

Place: Karakol city

<b>№</b>	<b>Name</b>	<b>Position</b>
1.	Sadyrbaeva Aizada Sharshenahunovna	Student
2.	Dastan kyzy Cholpon	Student
3.	Mashirova Aida Jumagazievna	Student
4.	Kalykov Azamat Kydykbaevich	Credit expert
5.	Djumabekova Nuria Bekboevna	Financier
6.	Iliushina Irina Viktorovna	Accountant
7.	Shabdanova Janara Berdibekovna	Senior economist
8.	Suntsova Tatiana Petrovna	Unemployed
9.	Ismailova Rahat Kurmanbaevna	Student
10.	Abdyldaeva Gipariza Amanturovna	Chief accountant
11.	Abduldaeva Asel Kylychbekovna	Unemployed
12.	Danilova Svetlana Vitalievna	English language teacher
13.	Kasymov Nurbek Amanturovich	Unemployed

14.	Tkalenko Natalia Aleksandrovna	Student
15.	Kochergina Olesia Victorovna	Accountant
16.	Mazarkina Olga Nikolaevna	Unemployed
17.	Vinogradova Irina Anatolievna	Accountant
18.	Kotina Olga Victorovna	Accountant
19.	Ilina Maria Konstantinovna	Unemployed
20.	Mashkova Galina Nikolaevna	Accountant
21.	Krainikov Ivan Ivanovich	Programmer

Place: Karakol city

<b>№</b>	<b>Name</b>	<b>Position</b>
1.	Abdiev Murat Juratovich	Teacher
2.	Abdirahmanov Sirojendin	Chief accountant
3.	Abdurasulov Altyn	Chief accountant
4.	Aitmatov Kubanychbek Kozubaeovich	Accountant
5.	Aripov Sait	Chief accountant
6.	Atantaeva Jainagul Tursunkulovana	Cashier
7.	Bazarbaeva Gulnara Kanybekovna	
8.	Boronbava Chynara Kadyrovna	System administrator
9.	Djanibekova Zarina Borisovna	Accountant
10.	Ismailov Shumkarbek	Accountant
11.	Kaikieva Aijamal Shaidyldaevna	Manager
12.	Kaiumov Abdillahat Holmatovich	Chief accountant
13.	Madumarova Dilbar Abdyrazakovna	Accountant
14.	Mominov Aziz Azamjanovich	
15.	Monuev Kanybek Omaralievich	Specialist
16.	Musaeva Aitikan	Chief accountant
17.	Nomonjanov Ibrohim	Accountant
18.	Nyshanova Begaim	Chief accountant
19.	Sidikov Shavhodjon	Chief accountant
20.	Toichibaev Hamdamali	Accountant
21.	Tursunkulova Barnohon	Accountant
22.	Umarbekova Odina Ihsanovna	Cashier
23.	Holdarov Nodirjon	Manager
24.	Erdoshev Neimatilla Ahmatovich	Director
25.	Usupjanov Tursunmamat	Director

#### 4. Trainings evaluation

##### 4.1. Participants' evaluation

Training necessity on this subject (topicality)	Intelligibility of the content of given subject after training (Training methods )
80-90%% (100% estimation level)	75-80%% (100% estimation level)

### Questions and Answers of the training estimation (generalized data):

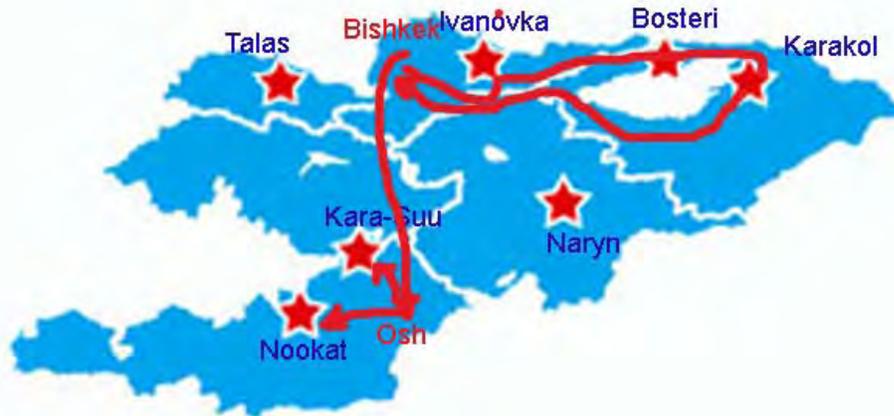
Questions	Answers
Was the theme clear for you?	It was clear; it is a necessary theme; yes everything was clear; everything was easily intelligible; at first some terms were unintelligible, but then everything became clear.
What did you like in this training (in general)?	Conceptions about Economics; training tactics; teaching level; to make a business plan; content of the theme & aspects; it was very useful; practical training (team work); new terms: leadership, local economic development, marketing, market appraisal, joint appraisal of the problems & community resources.
Do you need further trainings on the subject?	Such trainings must be carried out more often in summer time; yes, because we have broadened our knowledge, i.e. one of our resources; more profound study is required; a revision is required on the subject; yes – in order to improve our knowledge; yes – the theme was very interesting & useful; yes it is necessary.
What needs to be improved in your opinion?	More extensive studies and more profound and specific discussions on particular subjects are required; e.g. on agriculture products processing; translation of texts must be prepared in advance; we need more handouts, books and specific examples.

### 4.2. Trainer's evaluation

Content	Notes
1. Almost all groups of people are participated in this training: farmers, housewife, businessmen, local authority, students, teachers, the unemployed & others.	Good
2. The employees of regional or oblast state administrations did not take part, although the training mainly met their interests	Not so good
3. Some participants required lunch and recovery of their transport and accommodation costs (for example in Ivanovka & Naryn)	Old habit
4. There is a great interest for training on specific subjects (especially in Karakol, Naryn & Nookat)	Good
5. We have a chance to give a special trainings on this subject for the heads of village administrations (aiyl okmotu) and responsible employees of state structures (in improved version).	Good
6 The Kyrgyz language of instruction more preferable in rural areas	It is useful for development of the Kyrgyz language
7 The participants would like to apply some particular subjects in their work (e.g., creation of self-help groups, leadership qualities, formulation of vision, mission; economic terms, life cycle profit; methods of determination of problems and resources; simple form of planning)	It is good for self-development of the personalities
8. Most of the participants liked the «General scheme of Local Economic Development»	It is good for broaden general horizons

## B. SCHEDULE & MAP OF PILOT TESTS

<b>Talas</b>				
Starting Date	DOW	Contact person in Talas	Address	Comment
19.03.2007	Monday	Emil Eshenaliev Tel. 0312 980935	Talas Oblast, Frunze st., Kyrgyztelecom	
20.03.2007	Tuesday			
21.03.2007	Wednesday			
<b>Ivanovka</b>				
22.03.2007	Thursday	Ulan Abdykadyrov 0502399681 0313242810	Ivanovka v. Ilina 148 st.	
23.03.2007	Friday			
24.03.2007	Saturday			
<b>Naryn</b>				
26.03.2007	Monday	Usenbek Ismailov 0502617011 0358850366	Naryn oblast, Lenina 44 st.	
27.03.2007	Tuesday			
28.03.2007	Wednesday			
<b>Karakol</b>				
29.03.2007	Thursday	Veniamin Kudriavtsev 0517 736737 03922 22932	Karakol oblast, Alybakova 165/4 st.	
30.03.2007	Friday			
31.03.2007	Saturday			
<b>Osh</b>				
02.04.2007	Monday	Bolat Kulmirzaev 0555 925333 03232 26035	Osh city, Kurmandjan Datka 291 st.	
03.04.2007	Tuesday			
04.04.2007	Wednesday			
<b>Nookat</b>				
05.04.2007	Thursday	Nemat Erdoshev 0502 744188 03230 26268	Nookat city, Kalinina 2 st.	
06.04.2007	Friday			
07.04.2007	Saturday			



C. PHOTOGRAPHS OF eCENTER PILOT TESTS



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» **News**

22.12.2006 - An electronic center offering price affordable telecommunications services with high speed, including: - Access to e-mail - Access to Internet resources - Access to local, long distance and international telecommunications - Access to training courses in Internet - Access to electronic mass media, information resources in Internet (weather forecast, currency exchange rates, prices to

**Local economic development**  
Local economic development in essence is the distribution of community resources for the purpose of creating wealth; wealth necessary for improved quality of life of all citizens.  
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**English as a second course**  
Learn English online with the help of this free website from the "TegizCom". With grammar exercises, games, e-cards and more.  
[Course description](#) - [Join](#)

**Computer literacy**  
Learn computer literacy course from tasks as basic as using a mouse and Internet navigation to more complex computer skills.  
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**1C accounting**  
1C accounting provides high level of business accounting and tax accounting automation and generation of regular reports.  
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**AED**  
Academy for Educational Development

Транснациональное Интернет Образование (ТИИО)

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E-Centers project in Kyrgyzstan  
[lra@aipl.kg](mailto:lra@aipl.kg), [albek@aipl.kg](mailto:albek@aipl.kg)

Support service phones in Bishkek Central office:  
+ 996 (312) 66-00-80, 66-45-65.

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Готово

Choose course  
Экономическое развитие села

Your Name \*

Your Birthday \*

Your City

Province  
Бостери

Occupation

E-mail \*

Login \*

Password \*

Repeat password \*

OK

## Local economic development, lessons

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More »»

Урок 1. Общество и Экономическое Развитие. Экономическое развитие на базе общества: что отличает его, как оно работает, какие требуются умения и системы.

Начало курса: 01.03.2007  
Окончание курса: 31.03.2007

Март 2007

пн	вт	ср	чт	пт	сб	вс
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Урок 2. Стратегическое планирование. Видение и Миссия

Лекция 2.1.  
Задание 2.1

Урок 3. Исследование местной экономики

Лекция 3.1.  
Задание 3.1

Урок 4. Цикличность Продукта/товара

Лекция 4.1.  
Задание 4.1  
Задание 4.2

Урок 5. Активы и экономическое развитие

Лекция 5.1.

Готово

# Lesson 1

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**Урок (31 Март 2007): Стратегическое планирование. Видение и Миссия**

**1. Стратегическое планирование**

Стратегическое планирование включает в себя:

1. Формулировка видения/образа будущего вашего города;
2. Информировать общественность о начале этого процесса;
3. В планирование включить видение как развивать землю, труд, капитал;
4. Сконцентрироваться на зонах инвестирования: регионального, национального и международного;

Для того чтобы разработать правильный и **успешный стратегический план**, в местном и национальном масштабе, необходимо:

- Добиваться консенсуса со всеми сторонами;
- Поддержка вышестоящих уровней правительства;
- Избрать в качестве лидеров местных чиновников;
- Думать всегда о том как продвигать бизнес, но не исполнителей бизнеса;

Для стратегического планирования важно участие широкого круга населения. Чтобы их **привлечь** можно использовать такие инструменты как:

- Проведение различных голосований среди граждан и бизнеса;
- Приглашение экспертов на собрания совета по стратегическому планированию;
- Сбор данных у населения;
- Пресс конференции;
- Законодательные собрания;

Содержание курса

**Урок 1**  
[Лекция 2.1.](#)  
[Задание 2.1](#)

**Урок 3**  
[Лекция 3.1.](#)  
[Задание 3.1](#)

**Урок 4**  
[Лекция 4.1.](#)  
[Задание 4.1](#)  
[Задание 4.2](#)

**Урок 5**  
[Лекция 5.1.](#)  
[Задание 5.1](#)

**Урок 6**  
[Лекция 6.1.](#)  
[Задание 6.1](#)

**Урок 7**  
[Лекция 7.1.](#)

22.12.2006 - [Гражданская инициатива в НЦИТ](#) В декабре прошлого года Национальный центр информационных технологий (НЦИТ [www.it.kg](#)) по инициативе проекта «Гражданская Инициатива Интернет Политики» провел обучение по курсу «Операционные системы Windows2003» для участников из самых разных регионов Кыргызстана. [More >>>](#)

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Гражданская Инициатива Интернет Политики (ГИИП)

**Видение** - это идея, что-то воображаемое, мысленный образ будущего.  
**Миссия** - это специальная задача, цель организации или комитета.  
**Цели** - назначение группы  
**Задачи** - что-то, на что нацелен план, что должно быть достигнуто

**Видение (образ будущего)**

Видение общества – это то, каким группа хотела бы видеть общество в будущем. Далее она представляет себе фундамент, на котором будет базироваться вся деятельность экономического развития. Примерный проект видения дает представление о будущих успехах группы, основанных на том, чего можно достигнуть реально. Примерный план видения, как доказано много раз, является наиболее ошибочно понимаемым всеми аспектом процесса планирования. Многим практикам не удается понять, что, когда видение как бы завершено, требуется ещё развитие многих действий, этапов, программ для того, чтобы полностью поддержать этот план видения и претворить его в жизнь. В частности, особенно для маленьких сообществ или районов экономического бедствия процесс видения может сконцентрировать ресурсы и усилия организации наиболее эффективными результативным путем. Видения делают реальными ценности, которые, как думают о них заинтересованные круги, являются стоящими и важными. Эти ценности влияют на наше индивидуальное мышление и действия. Создавая видение, организация экономического развития указывает на то, что выбор делается из этих различных ценностей. В процессе стратегического планирования каждая заинтересованная сторона имеет персональный набор ценностей. Процесс видения устанавливает, какие ценности в целом поддерживаются обществом.

**Процесс видения**

1. Установите/определите формулировку миссии
2. Дайте оценку существующей действительности в обществе
3. Поставьте цели
4. Определите задачи
5. Составьте программу (ход действий)
6. Действуйте

Процесс видения следует выполнять в несколько этапов. Основная цель – создать «коллективное видение» среди всех заинтересованных лиц. Коллективное видение – это первый шаг к объединению всех заинтересованных сторон с различными задачами к решению одной задачи. Коллективное видение – это призыв к действию, а не только идея. Создание видения – это также и всесторонний подход. Необходимо ответить на такие вопросы::

1. Имеет ли общество четко выраженное видение? Если да, то какое?
2. Если общество продолжает идти по своему определенному пути, каким оно видит свое направление в следующей декаде? Является ли это направление хорошим или плохим?
3. Знают ли главные заинтересованные лица, куда они ведут свое общество и согласовали

между написанием миссии и реализацией целей и задач. После четко сформулированного представления участников познакомит с тем, как этот образ соответствует местной экономике.

Готово

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### Для чего нужен образ будущего - видение?

- Процесс видения помогает людям сконцентрироваться на том, чего можно добиться реально, а не ограничиваться тем, что есть.
- Процесс видения ставит направление, по которому кто-то хочет идти.
- Согласованное видение образа будущего общества позволяет использовать эффективно ресурсы; то, каким образом это делается и входит в задачи стратегического плана (вопросы, которые следует обсудить позже).
- И, наконец, это дает результат, по которому можно судить о прогрессе.

#### Пример 1. Стратегическое планирование в Казахстане

**Казахстан это:**

- Унитарное государство, где управление осуществляется по системе «сверху вниз»;
- Малонаселенный;
- Отсутствуют институты местного самоуправления;
- Местные советы избираются на местах;
- Разделен на области, где местный бюджет составляется согласно приоритетной программы

**Стратегическое Планирование: Казахстан**

- Область диктует городу, району;
- Без вклада граждан;
- Маленькая автономия с расширением доходов;
- Ориентирован на проект

#### Пример 2. Экибастуз: городской пример

**Образ будущего:** Центр для развития предприятия по разработке природных ресурсов;  
**Структура Совета по стратегическому планированию:** независимая, консультационная для органа местного самоуправления

**Цели:**

- Удерживать расходы фирм в городе;
- Развивать молодежные программы для поддержки "духа" города;
- Оживлять сельскохозяйственный пригород региона

#### Пример 3. Баян: сельский пример

Готово

## Test

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22.12.2006 - Гражданская инициатива в НЦИТ В декабре прошлого года Национальный центр информационных технологий (НЦИТ [www.it.kg](http://www.it.kg)) по инициативе проекта «Гражданская Инициатива Интернет Политики» провел обучение по курсу «Операционные системы Windows2003» для участников из самых разных регионов Кыргызстана.

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**Задание: Процесс создания видения образа будущего**

- Создайте картину вашего общества через пять лет:
  - Много ли там людей – улыбающихся, счастливых и работающих продуктивно?
  - Чисты ли улицы?
  - Находятся ли здания, дома рядом с грохочущими деловыми концернами?
  - Каким видом работы заняты люди?
  - Можете ли вы купить все, что хотите?
- Опишите картину будущего: напишите о важных элементах картины.
- Возьмите один элемент и спросите, что нужно, чтобы сделать это реальностью, какие виды бизнеса, какие действия правительства и какие законы следовало бы изменить и т.д..
- Какие ресурсы существуют в настоящий момент для того, чтобы можно было начать процесс.

Ответы на этот вопрос введите в окно ниже и нажмите кнопку "Отправить"

Введите ваш ответ:

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инициатива в пдцт в декабре прошлого года Национальный центр информационных технологий (НЦИТ www.it.kg)по инициативе проекта «Гражданская Инициатива Интернет Политики» провел обучение по курсу «Операционные системы Windows2003» для участников из самых разных регионов Кыргызстана.

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Answers to this question enter in the window below and click the "Send" button

Enter your answer:

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14. Собственный капитал

Начало курса: 01.04.2007  
Окончание курса: 30.04.2007

Апрель 2007

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Преподаватель: Teacher

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## Lesson 1

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Урок (01 Март 2007): Основы подготовки и составления финансовой отчетности

1. Пользователи и их информационные потребности  
 К пользователям финансовой отчетности относятся имеющиеся и потенциальные инвесторы, работники, кредиторы, поставщики и прочие торговые кредиторы, покупатели, правительства и их органы, и общественность. Они пользуются финансовой отчетностью, чтобы удовлетворить свои различные информационные потребности. Руководство предприятия несет основную ответственность за подготовку и представление финансовой отчетности предприятия. Руководство также заинтересовано в информации, содержащейся в финансовой отчетности, даже, несмотря на то, что имеет доступ к дополнительной управленческой и финансовой информации, которая помогает ему выполнять свои обязанности по планированию, принятию решений и контролю. Руководство имеет возможность определять форму и содержание подобной дополнительной информации с тем, чтобы она отвечала его потребностям.

2. Цель финансовой отчетности  
 Цель финансовой отчетности состоит в представлении информации о финансовом положении, результатах деятельности, и изменениях в финансовом положении предприятия. Эта информация нужна широкому кругу пользователей при принятии экономических решений. Финансовая отчетность, составленная для этой цели, удовлетворяет общие потребности большинства пользователей. Однако финансовая отчетность не обеспечивает всей информацией, которая может понадобиться пользователям для принятия экономических решений, поскольку она в основном отражает финансовые результаты прошлых событий, и необязательно содержит нефинансовую информацию. Финансовая отчетность также показывает результаты деятельности руководства предприятия или ответственность руководства за вверенные ресурсы. Те пользователи, которые хотят оценить деятельность или ответственность руководства, делают это для того, чтобы принять экономические решения; к этим решениям могут относиться, например, такие, как решение о...

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экономические решения; к этим решениям могут относиться, например, такие, как решение о сохранении или продаже инвестиций в предприятие, или решение о переназначении или смещении руководства.

**3. Финансовое положение.**  
**Результаты деятельности и изменения в финансовом положении**  
 Экономические решения, принимаемые пользователями финансовой отчетности, требуют оценки способности предприятия генерировать денежные средства и их эквиваленты, а также своевременности и стабильности их создания. Эта способность, в конце концов, определяет, например, способность предприятия платить своим работникам, поставщикам, обеспечивать выплаты процентов, погашать займы и осуществлять распределение среди своих владельцев. Пользователи лучше могут оценить эту способность предприятия создавать денежные средства и их эквиваленты, если они располагают информацией, сфокусированной на финансовом положении, результатах деятельности и изменениях в финансовом положении предприятия. Информация о финансовом положении, главным образом, дается в бухгалтерском балансе (балансовом отчете). Информация о результатах деятельности предприятия приводится в основном в отчете о прибылях и убытках. Информация об изменениях финансового положения показывается в финансовой отчетности с помощью отдельной формы отчетности (изменения в собственном капитале). Составные части финансовой отчетности взаимосвязаны, потому что они отражают разные аспекты одних и тех же операций или других событий. Хотя каждая форма отчетности представляет информацию, отличающуюся от других, ни одна из них не замыкается на одном предмете и не дает всей информации, необходимой для конкретных нужд пользователей. Например, отчет о прибылях и убытках не дает полной картины результатов деятельности предприятия, если не используется вместе с балансом и отчетом об изменениях финансового положения.

**4. Примечания и дополнительные материалы**  
 Финансовая отчетность также содержит примечания (пояснительную записку), дополнительные материалы и другую информацию. Например, она может содержать дополнительную информацию о статьях баланса и отчета о прибылях и убытках, важную для удовлетворения нужд пользователей. Она может раскрывать риски и неопределенности, влияющие на предприятие, и любые ресурсы и обязательства, не отраженные в балансе (такие как запасы полезных ископаемых). Информация о географических и промышленных сегментах и влиянии на предприятие колебаний цен также может быть представлена как дополнительная информация.

**5. Основопологающие допущения**  
**Принцип начисления**  
 С тем, чтобы выполнить поставленные задачи, финансовая отчетность составляется по методу начисления. Согласно этому методу, результаты операций и прочих событий признаются по факту их совершения (а не тогда, когда денежные средства или их эквиваленты получены или выплачены). Они отражаются в учетных записях и включаются в финансовую отчетность периодов, к которым относятся. Финансовая отчетность, составленная по методу начисления, информирует пользователей не только о прошлых операциях, связанных с выплатами и получением денежных средств, но также и об обязательствах заплатить деньги и их

Готово

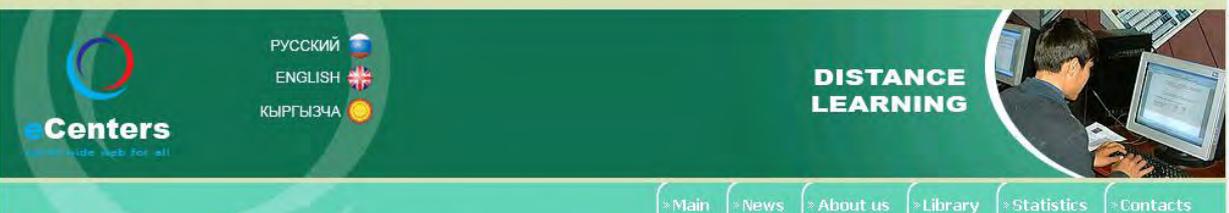
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**Задание: Осмотрительность (консерватизм)**  
 Укажите для каждой из ниже перечисленных ситуаций действия бухгалтера и принцип бухгалтерского учета, который был использован для принятия решения.

**Прибыль**  
 (а) Балансовая стоимость автомобиля составляет 50,000 у.е.. Компании предложили за него 70,000 у.е..  
 (б) Компания приняла решение продать здание, балансовая стоимость которого составляет 400,000 у.е.. Его рыночная стоимость колеблется в пределах от 500,000 у.е. до 600,000 у.е..  
 (в) Компания достигает соглашения с клиентом о погашении клиентом кредита, который уже был списан как безнадежный.

**Убытки**  
 (г) Запасы отражены в учете по балансовой стоимости в 50,000 у.е., но компания считает, что текущая чистая стоимость реализации примерно равна 35,000 у.е..  
 (д) Клиент не произвел оплату за 3 месяца, и теперь он предлагает отложить оплату еще на 6 месяцев. Он ожидает, что к этому времени он сможет произвести оплату первоначальной суммы долга.  
 (е) При внезапной проверке кассы обнаружилась недостача наличности. Ответственный за кассу работник обещает восстановить сумму в течение 2-х недель.

Ответы на этот вопрос введите в окно ниже и нажмите кнопку "Отправить"

Введите ваш ответ:

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работник обещает восстановить сумму в течение 2-х недель.

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22.12.2006 - An electronic center offering price affordable telecommunications services with high speed, including: - Access to e-mail - Access to Internet resources - Access to local, long distance and international telecommunications - Access to training courses in Internet - Access to electronic mass media, information resources in Internet (weather forecast, currency exchange rates, prices to...

Rating:

Course	Students	Average mark	Получили сертификат
Экономическое развитие села	5	0	0
Изучение английского языка	0	0	0
Обучение компьютерной грамотности	1	0	0
1С курсы для бухгалтеров	0	0	0
Международные Стандарты Бухгалтерского Учета	3	0	0

Готово