

ARCHIMEDES FOUNDATION  
EU INNOVATION CENTRE

# special issue

# innovaatika

## PHOENIX

*Fostering the rebirth of  
social sciences and humanities  
in the Central Asia*



**PHOENIX**

Dear reader of *innovaatika* !

This is already the fourth number of PHOENIX Newsletter. So far we have discussed about the significance of PHOENIX and the goals what for was this project created for. We have also visited the Kyrgyz Republic together with all Central Asian participants on the first workshop in Bishkek. The deeper overview about the workshop, topics that were on discussion and the result, is given on the second number of Newsletter.

We concentrate more deeply on the higher educational space in Central Asian countries, mostly in Kazakhstan and Tajikistan, in this number. With the collaboration of PhD students and other involved persons of PHOENIX project in Central Asia we have collected interesting and useful information.

There are given the overview about Central Asian Applied Research Network Project (CAARN), about its objectives, implementation, activities and trainings in Central Asia.

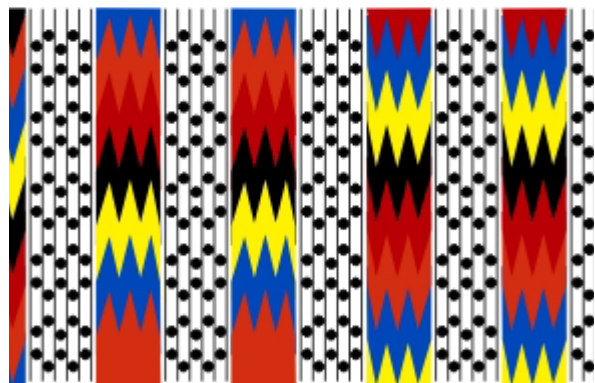
In addition we have described the scientific potential and scientific priorities in Kazakhstan's higher educational institutions. The Republic of Kazakhstan has realized and facing the fact that it is necessary to strengthen the sector of science and technology, taking into consideration the growth of the industry and trade sectors of the Kazakhstan economy for the future development of the Republic. There are also given a short survey about the co-operation with Kazakhstan and American Bar Association, which has begun in 2003.

About Tajikistan there are given introducing articles from "Asia Plus", reflecting the development of more modern and effective methods of teaching. For example how USA starts training of teachers from Tajikistan Universities. Beside of modern teaching methods there are also brought out general information about the country and the problematic issues about Tajikistan educational system. To the questions about problems in education of Tajikistan there are given some answers from the specialists.

At the end of the Newsletter is given the timetable about Training course in Tallinn and Helsinki from 19th to 24th of November 2006.

### CONTENT

CA education and research networks	2-3
Science in Kazakhstan	4-5
Education in Tajikistan	5-10
Training course in Tallinn and Helsinki	11-12



PHOENIX website  
<http://phoenix.irc.ee/>

Supported: FP6 CIT6-028703

## networks

### Education Network Association “EdNet”

#### Central Asian Applied Research Network Project (CAARN)

During the 1990s, as elsewhere in CIS, most business and economics departments in Central Asia quickly adopted teaching standards that are appropriate for countries where the market is the primary determinant of economic activity. Yet, the system has not yet turned the corner as far as the quality of education is concerned. Despite the fact that in most Central Asian universities operate in a competitive market place, the economic and regulatory environment in the region tends to delay qualitative changes in both content and format of education. The situation is exacerbated by the lack of an established research and education tradition in social sciences and humanities, lack of qualified faculty, great excess student demand (oftentimes for diplomas rather than knowledge) and weak or diffuse links to the labor market.

In more recent years, as the regional economies evolve, they face an increasing need for applied research in the fields of business, economics, and such public policy areas as trade, migration, healthcare and education reform, and natural resource management. Although several donors – USAID, the World Bank and OSI among others – have supported research programs, their focus has been primarily on think-tanks located in capital cities. Relatively little progress has been achieved in breaking the Soviet legacy of teaching-research dichotomy, whereby research is conducted by specialized institutes, and teaching (and only teaching) is carried out by universities. In particular, the capacity of Central Asian universities to conduct applied research and compete in the market for policy consulting and analysis remained very weak. To overcome the abovementioned difficulties that universities have faced Central Asian Applied Research Network (CAARN) project has been initiated and successfully implemented. The long-term objective of the project is to build and develop the institutional and human capacity in applied research at leading universities in CAR that would form a sustainable Central Asian Applied Research Network.

Association of Educational establishments “Education Network” (REGENA) conjointly with Economics Education and Research Consortium (Moscow) have implemented USAID-initiated Central Asian Applied Research Network (CAARN) project. REGENA implemented the project under financial support of

Business and Economics Education Project, CARANA Corporation/USAID.

CAARN was initiated by USAID CAR in 2004 and later a coalition of donors joined USAID to support the program, including Eurasia Foundation CAR, OSCE OCEEA, EERC, Global Development Network, Carana Corporation, and a number of business entities in Kazakhstan and Kyrgyzstan. The overall objective of the program was to build applied research capacity of economics faculty in participating Central Asian universities in order to satisfy local and national demand for policy and business research in CAR.

CAARN trained a total of 186 faculty members in 9 trainings on applied research tools and social and economic policy development. Training courses covered teaching: Econometrics, Social and Economic Policy Development, Statistics, Conducting researches and expert assessments.

Trainings were conducted in Bishkek, Naryn (Kyrgyzstan), Almaty, Astana, Karaganda, Atyrau (Kazakhstan), Dushanbe (Tajikistan) and Tashkent, Samarkand (Uzbekistan). Trainers come from the New Economic School and the Institute for Urban Economics in Moscow, EERC-Kyiv MA Program and a few other elite institutions in the CIS.

Average teachers’ performance was evaluated by trainees at 6.7 on a 7-point scale; overall assessment of the seminars fell in 6 to 6.9 ranges. A total of 74 research projects involving 168 faculty members from almost 30 universities received CAARN support. Accepted project proposals came from 18 cities demonstrating a genuine regional character of the initiative and building a strong foundation for the future network. Awarded grant funds totaled 96,600 USD

Research projects were implemented on following areas:

- Agriculture and local development
- Economics and management in sectors of national economy
- Education
- SME development
- Rural enterprise
- Social policy problems
- Macroeconomic issues
- International cooperation

## networks

On institutional side, REGENA and EERC have signed partnership agreements with over 30 leading universities in the region, making CAARN one of the largest and widely represented academic networks in Central Asia.

Overall, the results from CAARN Phase I exceeded expectations in terms of quality and breadth of the impact the program had on beneficiary faculty. The main purpose of this phase was to build capacity of junior faculty through “learning-by-doing”. While the quality of analytical products varied in quality and relevance, some projects produced truly outstanding results. To guarantee highest quality of research support to CAARN faculty, EERC involved experts representing the best academic and policy research institutes in Russia and CIS, including the New Economic School (Moscow), the Center for Economic and Financial Research (Moscow), the Urban Institute (Moscow) and others.

Regional conference “**Building Applied Research Capacity in Academic Environment: lessons learned from Central Asian Applied Research Network (CAARN) Phase I**”, which took place in Bishkek on **August 21-22, 2006** have presented major program outcomes of almost 2 year project (the CAARN Phase I) to donors and stakeholders, including government, participating universities and independent experts and analysts. The conference was organized with support of OSCE Academy in Bishkek.

The aim of the conference was to gather donor organizations, partners and participants of Applied Research Network from four countries– Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan – for presentation of main outcomes of the CAARN Phase I. The conference also discussed challenges of building incentives for research in academe from 3 different stakeholders' point of view - universities, government and donors. Three round-table discussions on this were led by respective stakeholder representatives and addressed concerns for research capacity-building in a university setting. More than 50 participants, representing international organizations, Education ministries in the region, large-scale business companies of Kazakhstan and Kyrgyzstan, and also leading universities and independent research centers shared their vision of the role of researchers in social and economic development of a country.

On the 2nd day, EERC and other partners presented and discussed CAARN Phase II proposal with potential donors and stakeholders and its integration into parallel regional initiatives. Phase II of CAARN will be explicitly designed to involve CAARN partner universities in the emerging Partnership for Economic Education and Research Support (PEERS). In addition to EERC and OSCE, the PEERS consortium includes UN Development Program, UN Economic Commission for Europe, and Education Network Association EdNet. The objectives of PEERS are to strengthen the local research capacity, empower local organizations to have a stronger voice in national and regional policy debate and decision making, promote internationally accepted standards of excellence in research and a culture of transparency and peer review. PEERS will support research-to-business and research-to-universities communication thus developing the regional market for applied research and creating a platform for regional research coordination in the form of a virtual regional research institute or “think-net”.

And finally, there were two sessions for 10 research projects completed under CAARN Phase I by the participating faculty. More detailed information on the project, research projects, selected presentations of applied research works, information on donors and partners, can be found at [www.ednet.edu.kg](http://www.ednet.edu.kg)

**Association of Educational Establishments "Education Network"**

**211, Toktogul str.**

**Bishkek,  
Kyrgyzstan**

**Tel.: 996 (612) 900820/21/22/23**

**Fax. 996 (612) 900830**

## country information

### SCIENCE IN KASAKHZTAN

The Ministry of Education and Science of Kazakhstan manages the research and technology development through its Department of Science and the National Academy of Sciences, which is part of the Ministry's structure. However, the President of the Republic of Kazakhstan appoints the President of the Academy personally. The Academy carries out the scientific and technology policy of the country. The basic purpose of this policy is the creation of progressive technologies for various industries and agriculture. The purposes of the Academy correspond to the overall aims of the country and promote an increase in its scientific and technology potential.

One of the primary goals of the Academy is the definition of priorities of scientific research in the Republic. With the purpose of development of high technologies, increasing competitiveness of the goods, social, economic, and spiritual development of a society, integration of Kazakh science with the world scientific community, the Academy has developed for 2003-2005 the priorities accepted and approved by the Government of Kazakhstan as the following:

**5. In the field of social and humanitarian sciences a priority is the theory and practice of the national idea as the basis of sustainable development of modern Kazakhstan:**

- a. National idea as a spiritual basis of rallying and integration of peoples of Kazakhstan, harmonious development of the individual;
- b. Development of national system of continuous education in conditions of the changing world;
- c. Model of sustainable social and economic development of the Republic on the basis of national idea;
- d. System of national interests of the state, its basic geopolitical priorities and orientations, major factors and measures of maintenance of national safety of Kazakhstan;
- e. Principles and the concept of political stability and consolidation of the Kazakhstan society.

#### Scientific potential

Taking into account the growth of the industry and trade sectors of the Kazakhstan economy for the future development of the Republic, it is necessary to strengthen the sector of science and technology. There are total 238 institutions and scientific centers officially registered by the Kazakh Statistic Committee. These institutions

include research institutions under the management of the Ministry of Education and Science, the Ministry of Energy and Mineral Resources, the Ministry of Health, the Ministry of Industry and Trade, the Ministry of Agriculture; there are also private organizations. The Kazakh National Academy of Sciences has 33 scientific research institutions and centers. In total the Academy manages 24.4% of the scientific sector of Kazakhstan.

The National Academy of Sciences is responsible for the international scientific cooperation between Kazakhstan and foreign countries. At present, the Academy has 70 agreements on scientific cooperation with foreign countries and 55 international agreements on carrying out joint research, including cooperation with UNESCO, NATO, USIS, USAID, IREX, ACTR/ACCELS, EURASIA Foundation, EBRD, IMF, IBD, TWAS (Third World Academies of Sciences), IAS (Islamic Academy of Sciences), The Interacademy Panel, Korean Academy of Sciences and Technologies, Kwangwoon University, The Royal Society, CRDF (USA Foundation of Civil Research Development), INTAS, ISTC, British Council, and ICBA (International Center of Biosaline Development). The Kazakh National Academy of Sciences is a member of the International Association of Academies of Sciences and the Association of Academies of Sciences of Asia.

#### Scientific organizations in SSH

- Institute of Archaeology, Almaty
- Institute of Geography, Almaty
- Kazakh National University named after Al-Farabi, Almaty
- Kazakh Association of Entrepreneurs (SMEs), Almaty
- Kazakh State University of Law, Astana
- Karagandy State University, Karaganda
- Pavlodar State University, Pavlodar
- East-Kazakhstan State University, Ust-Kamenogorsk
- South-Kazakhstan State University, Turkestan
- West-Kazakhstan State University, Aktobe
- Semipalatinsk State University named after Shakarim, Semipalatinsk
- South-West Agrarian Research Industry Centre, Shymkent

(The data sources: FP6 Kazakhstan National Contact Point, 2003)



## country information

### **Co-operation between West Kazakhstan State University and American Bar Association/Central Europe and Eurasia Legal Initiative (CEELI)**

Co-operation with American Bar Association has begun in 2003 when Regional plays in legal processes for F. Jessup Cup were held at WKSU after M. Utemisov, where students from Uralsk, Aktobe, Atyrau, and Aktau participated. In recent years American Bar Association organizes only National Tournaments in Almaty. For participation in National tournaments teams are thoroughly selected according to their briefs. A team won first place participates in International tournaments organized in Washington, DC, the USA. Annually more than 70 teams from all the cities of the republic apply for participation in these plays; however, only 20 teams participate. Not once our teams have passed selection tournaments. The aim of these tournaments is development of lawyers' oratorical art, critical thinking. Before the beginning of National tournaments American Bar Association organizes trainings in bar skills. Trainers of American Bar Association explain the play rules, court appearances, etc. In January 2006 the plays were held in Almaty at Kazakh State Law Academy. This year our students have become quarter-finalists. There are certificates.

In 2005 American Bar Association announced a contest for a grant of 7000 USD for development of juridical clinical education in the western region of Kazakhstan. Seven organizations among them WKSU after M. Utemisov participated in the contest. The result of the contest has become a grant given to our University for establishing the juridical clinic. For the present moment the head of the juridical clinic is S.Kh. Aubekero. Students – lawyers render juridical assistance to students and teachers of WKSU, needy citizens and others.

### **EDUCATION IN TAJIKISTAN**

#### **US SPECIALISTS IN THE KHUJAND STATE UNIVERSITY**

Author: Firdavs Murtazoev

Dushanbe. August 29, 2006. «Asia-Plus» (AP) - Today was signed Memorandum of Understanding between the US Embassy in Dushanbe and Khujand State University (KSU). As they informed the «AP» in the US embassy in Dushanbe, the memorandum will allow Ms. Michael Barrington, the specialist from the Office of English program of the Department of State to teach on the faculty of foreign languages of the university.

According to the source, she will teach the students, work with teachers of English on the development of more modern and effective methods of teaching English during the academic year 2006-2007.

«The work program of English teachers is planned for 10 months, - continued the source – the main aim of their work is increasing their skills in teaching English, training of foreign language teachers and students to obtain communication skills».

The work program of English teachers is financed by the Office of English program of the US Department of State.

#### **THE SECONDARY SCHOOL TEXTBOOK CREATORS IN THE USA**

Author: Firdavs Murtazoev

Dushanbe. August 17, 2006. «Asia-Plus» - The program «Textbook Authors for secondary schools» started in Tajikistan. As they informed the «AP» in the US embassy in Tajikistan, fellowship according to this program was announced by USAID and ACCELS.

According to the source, the group of participants of the program will undergo training from 3 till 5 weeks in October 2006 in US.

«The program gives the opportunity to undergo practical trainings in USA and to live in American citizens', - continued the source. – For participation in the program will be invited specialists having experience in the field of teaching and development of textbooks, including authors, designers, artists, publishers, editors, and developers of study programs».

#### **USA PROGRAM FOR UNIVERSITY TEACHERS**

Author: Daler Gufronov

Dushanbe. August 15, 2006. «Asia-Plus» - The US Government announced about commence of the Fellowship program for university teachers (Junior

## country information

Faculty Development Program (JFDP)). About it was announced in the press-conference, which was organized by the American organization ACCELS.

According to the organizers of program, JFDP promotes professional development of teaching and professor staff of universities. It covers some NIS countries and countries of Eastern Europe. JFDP fellows will spend in the USA 5 months (January-May 2007). ACCELS will sponsor the measures and activity of fellows during the whole duration of the program.

According to the program coordinator Aziza Boymatova, last year 4 fellows from Tajikistan were sent to the USA. «The number of participants is not limited, - said A.Boymatova. – The number of fellows depends from the number of participants in selection competitions».

According to her, small number of teachers-participant is connected with their low belief in themselves and their insufficient knowledge of English. Selection of participants goes in three stages of open competition: evaluation of application, TOEFL and interview. Deadline for application is August 25, 2006.

The best student will get \$50 per each month.

### THREE UNIVERSITIES DO NOT MEET STANDARDS

Author: Lilia Gaysina

Dushanbe, July 26, 2006. «Asia-Plus» - Three universities have been closed in Tajikistan Deputy minister of education Mr. Farhod Rahimov informed the «AP».

According to him, this year Modern Russian-Tajik University in Dushanbe, its branch in Khujand-city, Ismoili Somoni University, as well as the branch of Central Asian University in Khujand-city have been forbidden to accept new students. «Acceptance of new students is forbidden in the branches, departments and representatives of the above-mentioned universities», - mentioned he.

According to F. Rahimov, in spite of the fact that the mentioned universities do not have rights to accept new students for new academic year, they may continue their operation and graduate their students.

«Except this, if the administrations of the universities will remove lacks and discrepancies to high education system of Tajikistan, then they will be provided licenses again », - he said.

According to him, these universities do not meet standards and status of high educational establishment,

which have been adopted in the educational system of our republic. In the regulation about university status there are 25 points. Particularly there are such requirements as number of teachers with scientific degree, computer equipping, Internet access, quantity of places, average salary of teachers and etc.

Republic of Tajikistan is a member of a number of integration organizations, such as: United Nations Organization (UN), **Organization for Security and Co-operation in Europe (OSCE)**, Newly Independent States (NIS), Eurasian economical community (EEC), Shanghai Cooperation Organization (SCO), Central Asia Cooperation Organization (CACO), Collective Security Treaty Organization (CSTO).

### TELECOMMUNICATION IN TAJIKISTAN

Today Tajikistan has all preconditions for development of modern communication means. Liberal legislation and favorable investment climate allow developing market of telecommunication services with rapid speed. During the short period of time started work in Tajikistan:

- Six companies, providing mobile communication services;
- Two paging companies;
- More then ten internet providers;
- The company, providing satellite communication.

In 2004 for every 100 people from population of Tajikistan there were 3, 3 radio points, 3, 4 TV sets. The number of e-mail users was about 12 thousand people, and users of mobile phones – about 50 thousand people.

#### - Telephony

The first telephone network was created in the 20s of the 20th century. Today all means of electric communication of Tajikistan is combined in the Stock enterprise “Tojiktelekom”. Telephone network of the republic has capacity of 307500 numbers of urban and rural phone communication, length of intercity communication channels makes 26288000 channel-meters. Density of telecommunication services is equal to 3, 8 phones per 100 people. According to this data Tajikistan occupies the last place among NIS countries and Central European countries.

#### - Mobile communication

Today 6 companies provide mobile communication services in Tajikistan: Babilon-M, Indigo, MLT, Tojphone,

## education in tajikistan

TK Mobile, and Indigo-Somoncom.

### - Internet and e-mail

Today more than ten provider companies work in the Internet-service market of Tajikistan: Babilon-T, Intercom, Telecomm Technology, Tojtelecom, Eastera and etc. Coverage area of Internet includes the 12 biggest cities and districts in which live the third part of the population of the Republic. One hour of work in the internet costs up to one dollar. There are about 50 internet cafes in the capital of Tajikistan. Providers, as a rule, propose the standard service packages, including limited hourly access, unlimited access, access by allocated line, E-mail and etc.

## RELIGION

### Islam

For the most part of the population of Tajikistan (more than 98%) – Islam is not just a religion, but also a way of life.

Most part of Tajik Muslims belongs to Sunni direction of Islam and only about 200 thousand of population of Mountainous Badakhshan Autonomous District is followers of Islamism (one of Shia directions of Islam).

There are about 20 Madrasa (religious institutions) in Tajikistan where they train imams and imamkhatibs. Since 1990 in Dushanbe is operating the Imom Tirmizi Islamic University. Academic program of the university includes except study of Islam the following subjects: study of foreign languages such as Arabian, English, Russian, and etc. About 300 young people study in religious establishments of Iran, Pakistan, Turkey, Egypt, Saudi Arabia, and etc.

### Other religions

Besides Islam there are 66 other religions in Tajikistan. Including:

- Christian,
- Lutherans,
- Korean church,
- Synagogue,
- Buddhism,
- Etc.

## SOCIETY, INDIVIDE, EDUCATION AND LIFE-QUALITY

In former times Tajikistan had high indicators of education. However, during the period of transition this indicator worsened in the context of reducing budget means for education needs, low salary, outflow of teachers, non-attendance of lessons because of economic difficulties, destruction of the infrastructure, especially in the regions where military actions took place.

In accordance with research of International Monetary Fund and World Bank nearly 20% of schools were destroyed and plundered, and now over 130 buildings are to be repaired and reconstructed. The war banefully influenced not only the infrastructure but also opportunities to realize children's potential. The war has changed behavior of our youth, entailed non-peaceful means of solving conflicts, loss of tolerance. The process of human development was almost stopped.

Education is the base of human civilization, which promotes intellectual potential of a nation. As soon as education starts to prosper, a nation also prospers. Institutes of education at all levels are the national property. That is why questions of recreation of the infrastructure and perspective development of education are of great importance in Tajikistan in post-war years. Nowadays the supreme issue is widening of educational values for stable development.

### - Where have all the school girls in Tajikistan gone?

A new UNICEF supported survey explains.

**30 April 2004, Dushanbe** – Ministry of Education officials, teachers, representatives from a parents and teachers association, non-governmental organizations (NGOs) and school children attended a two-day conference (27 and 28 April) at the Central In-service Training Institute in Dushanbe, Tajikistan.

The conference aimed to discuss the results of a qualitative survey on girls' education and to determine how to improve the situation of girls' education in Tajikistan.

In her opening remarks, UNICEF Tajikistan's Head of Office Yukie Mokuo told conference participants that the aim of the survey was to address the alarming situation of girls' education in Tajikistan.

"Tajikistan used to enjoy high achievements in education for both girls and boys. Unfortunately, this situation is

## country information

changing, and that is very alarming because we hear that approximately 20 per cent of girls do not complete the nine-year compulsory education,” said Ms. Mokou.

“This is the main reason that UNICEF supported the conduct of this survey, which seeks to examine the factors behind girls not attending school or completing the nine-year compulsory education,” she said.

Key survey results Information for the survey was defined in a way that included all those involved in girls’ education at school and at home. Surveyors collected information from focus groups, individual interviews, as well as from observations made in schools, in homes and in neighborhoods of girls who had dropped out of school. Other informal interviews were conducted with local authorities and selected community leaders.

During the conference UNICEF Program Coordinator Niloufar Pourzand presented

Highlights of the survey results, which are as follows:

- 40% of girls do not believe that education would impact the quality of their lives
- 57% of parents think that it is more important to educate boys than girls
- The number of girls dropping out of school increases correspondingly with grade levels

These three important factors account for the declining attendance of girls in school and their failure to complete compulsory education.

In Tajikistan more than 80 % of families live below the poverty line and a majority of them face difficulties in meeting the education costs for all their children, but the survey found this is not the main reason for the drop in attendance of girls in schools.

Analysis of the survey discovered that most families spend money on their sons’ education over their daughters, especially when families are confronted with economic difficulties.

Gender socialization at home and in school is another reason that leads to exclusion of girls from school. For example, in many Tajik families, a son is the family name bearer and is expected to be responsible for the parents’ care and security at old age, while daughters are expected to marry and to care for a husband and children.

Consequently, parents tend to invest more in their sons, particularly in their education given the role that they would have later in life.

According to survey results, the gender socialization found at home is also reinforced in the classrooms by teachers.

The survey also shows the important role of religion for many Tajik families and how that affects decisions on girls’ education. Religious schools or a class with a religious teacher or bihatun is often sought as an alternative form of education for girls, especially as girls can go free to these classes or in exchange for gifts that the family can afford. Bihutan classes are centered on readings from the Quran and also offer some life skills training, which the families often find valuable to prepare the girls for marriage.

UNICEF continues to improve the state of girls’ education in Tajikistan.

During the two-day conference there were several recommendations presented to improve the situation of girls’ education in Tajikistan, and UNICEF, according to Ms. Mokou, will continue its cooperation with the Ministry of Education and will work with NGOs, parents, teachers and the school children to bring girls back to the classrooms.

In addition the 2005-2009 Country Program will seek to improve the base information about girls at risk of dropping out of school, mobilize the support of local leaders and women of the community, enhance the child-friendliness and relevance of the school learning environment and strengthen the commitment of parents to provide positive support for their daughters.



# education in tadjukistan

## PROBLEMS OF EDUCATION

### SPECIALIST'S ANSWERS

#### **Koziev Ahmadjon. Human Rights Teacher**

What basic political parties approach to the decision of problems of education?

For the decision of this problem approach: Democratic and Socialist party.

How do you think, what basic problems can be seen in the sphere of education in Tajikistan?

1. The low salary.
2. Shortage of the professional staff.
3. A weak level of preparation of the future experts.
4. Financing.
5. In duly do not estimate a merit of teachers.

What categories of citizens most mention the data of problems?

The Teachers, pupils and parents, influenced almost all of the population.

How these problems could be solved?

The state has to approach with great attention to different educational projects, be open to all the ideas and views of citizens and support their projects, has to establish education related contacts with other developed countries and to allow them to open their branches in the country. When all the industry of the country function properly, the budget will be high and the economy of the country will be stable and the teachers may get good satisfied salaries from the budget of the country.

#### **A word of director of the project Mercy Corps "Association of Business Women" project in Isfara Kayumova Gulru**

As you think, what problems are in sphere of formation in Republic Tajikistan?

1. A problem of Russian and English language.
2. Weak training pupils.
3. All schools became paid and all the population of Tajikistan cannot pay for study. Everyone cannot study at schools which they want. State schools need to be modernized, problems with old books which were published during Soviet Era

4. There are no sports schools or a little them in cities.

5. 90% pupils are not ready to serve in army, because they are not ready physically because of the absence of recreation centers and others. All as that are afraid of service.

6. All pupils love computer games, and there is no restriction by him. Computer games harm not only to health of pupils, but also on reason. Educators and teachers must be tested, as lot of school teachers have no high education degrees. There is no professionalism. The state should carry out reform at schools. The state should give attention.

## country information

In her opening remarks, UNICEF Tajikistan's Head of Office Yukie Mokuo told conference participants that the aim of the survey was to address the alarming situation of girls' education in Tajikistan.

"Tajikistan used to enjoy high achievements in education for both girls and boys. Unfortunately, this situation is changing, and that is very alarming because we hear that approximately 20 per cent of girls do not complete the nine-year compulsory education," said Ms. Mokou.

"This is the main reason that UNICEF supported the conduct of this survey, which seeks to examine the factors behind girls not attending school or completing the nine-year compulsory education," she said.

Key survey results Information for the survey was defined in a way that included all those involved in girls' education at school and at home. Surveyors collected information from focus groups, individual interviews, as well as from observations made in schools, in homes and in neighborhoods of girls who had dropped out of school. Other informal interviews were conducted with local authorities and selected community leaders.

During the conference UNICEF Program Coordinator Niloufar Pourzand presented

Highlights of the survey results, which are as follows:

- 40% of girls do not believe that education would impact the quality of their lives
- 57% of parents think that it is more important to educate boys than girls
- The number of girls dropping out of school increases correspondingly with grade levels

These three important factors account for the declining attendance of girls in school and their failure to complete compulsory education.

In Tajikistan more than 80 % of families live below the poverty line and a majority of them face difficulties in meeting the education costs for all their children, but the survey found this is not the main reason for the drop in attendance of girls in schools.

Analysis of the survey discovered that most families spend money on their sons' education over their daughters, especially when families are confronted with economic difficulties.

Gender socialization at home and in school is another reason that leads to exclusion of girls from school. For example, in many Tajik families, a son is the family name bearer and is expected to be responsible for the parents' care and security at old age, while daughters are expected to marry and to care for a husband and children.

Consequently, parents tend to invest more in their sons, particularly in their education given the role that they would have later in life.

According to survey results, the gender socialization found at home is also reinforced in the classrooms by teachers.

The survey also shows the important role of religion for many Tajik families and how that affects decisions on girls' education. Religious schools or a class with a religious teacher or bihatun is often sought as an alternative form of education for girls, especially as girls can go free to these classes or in exchange for gifts that the family can afford. Bihutan classes are centered on readings from the Quran and also offer some life skills training, which the families often find valuable to prepare the girls for marriage.

UNICEF continues to improve the state of girls' education in Tajikistan.

During the two-day conference there were several recommendations presented to improve the situation of girls' education in Tajikistan, and UNICEF, according to Ms. Mokuo, will continue its cooperation with the Ministry of Education and will work with NGOs, parents, teachers and the school children to bring girls back to the classrooms.

In addition the 2005-2009 Country Program will seek to improve the base information about girls at risk of dropping out of school, mobilize the support of local leaders and women of the community, enhance the child-friendliness and relevance of the school learning environment and strengthen the commitment of parents to provide positive support for their daughters.

**events****Training course in Tallinn and Helsinki****Time: 19 – 24 November****Venue: Oru Hotel, Tallinn Narva road 120B****Working language: English****SUNDAY, 19TH NOVEMBER**

- 10.00-10.30 Welcome. Introduction **Ülle Must**
- 10.30-11.30 Short presentations (*self introductions*)
- 11.30-12.30 Methodology of Sociology of Science: Basics **Prof Hildrun Kretschmer**
- 12.30-13.30 Discussions
- 13.30-14.30 Lunch
- 14.30-15.30 Scientometrics: Basics **Prof Hildrun Kretschmer**
- 15.30-16.30 Discussions
- 16.30-17.00 Tea/Coffee
- 17.00 -18.30 Results of first mapping exercise – SSH communities in Central Asia  
(Short presentations)
- 19.00 Dinner

**MONDAY, 20TH NOVEMBER**

Venue: National Library, Small conference Hall, Tõnismägi 2

- 11.00-11.15 Welcome. Introduction **Ülle Must**
- 11.15-13.30 The role of the Humanities in foresight exercises: the Finnish experience  
**Prof Arto Mustajoki**
- 13.30-14.30 Lunch
- 14.30 – 15.00 Foresight Methodologies - Exploring New Ways to Explore the Future  
COST Action A22
- 15.00-17.00 Video Conference with Manchester University
- Session 1: Why is foresight important? What does it do?
- Session 2: Practice and methods **Professor Denis Loveridge**
- 17.00-17.15 **Conclusions**
- 18.00-21.00 Partnering Dinner

**TUESDAY, 21TH NOVEMBER**

Venue: National Library, Tõnismägi 2

- 10.00-11.00 Scientific information at the National Library. Introduction
- 11.00-18.00 Work at the National Library. (Lunch – at the National Library dining hall  
since 10.00 till 16.00 by your own choice)
- 18.30 Dinner at the steamship Admiral (<http://www.aurulaev-admiral.ee/>)

**WEDNESDAY, 22TH NOVEMBER**

Venue: Tallinn University, Narva road 25

- 11.00-12.00 Tallinn University (meeting with heads of doctoral schools)

## events

12. 00            EXPRO - opening of exhibition of educational cooperation projects  
 12.00 – 14.00   Lunch at Tallinn University Cafe  
 13.00 – 17.00   Info pot (possibility to ask questions)  
 13.00 – 15.00   Presentations  
 18:00            Ferry Eckerö Line Nordlandia. Dinner. Accommodation in ferry.

### THURSDAY, 23TH NOVEMBER

**Venue: The Finlandia Hall, Helsinki**

#### **Annual Conference of Humanities in the European Research Area (HERA)<sup>1</sup>, Present into Future: The Role of the Humanities in Foresight Exercises**

**09.00**    Registration

**09.45**    Welcome, **Professor Arto Mustajoki**, Chair, Research Council for Culture and Society, Academy of Finland

#### **10.00 Keynote speeches**

Humanities and the Bottom Line: Exploiting Arts and Humanities for Business  
**Professor Maurice Biriotti**, Chief Executive, SHM Company, London

Multidisciplinary approaches to foresight: FINNSIGHT 2015 Project  
**Professor Liisa Salo-Lee**, University of Jyväskylä

FP7, Humanities and Foresight  
**Mr. Theodius Lennon**, Director, EU Research in Social Sciences and Humanities

**12.00**    Buffet Lunch

#### **13.30 Panel discussion**

Future visions for and from the Humanities: the use of foresight exercises for national policy-making and European co-operation

**15.00**    Coffee Break

**16.30**    Wrap up

**17.00**    Guided tour to National Museum/Opportunity to retire to hotel

**19.30**    Pre-Dinner drinks

**20.00**    Dinner

### FRIDAY, 24TH NOVEMBER

**11.00 – 12.00**   Academy of Finland

**12.00-13.00**    Lunch

**13.30-14.30**    Helsinki University Library

**15.00-16.00**    Helsinki University

**18.30-22.00**    Ferry Tallink Galaxy

**18.30**            Wrap up seminar in the ferry

**20.00**            Dinner

---

<sup>1</sup> During the HERA conference everyone has possibility to communicate with conference keynote speakers and participants via Skype. Instructions how to download Skype, and times of communication are available at PHOENIX website <http://phoenix.irc.ee/>