



UNIVERSITY
OF CENTRAL ASIA



ANNUAL REPORT | 2017

TAJIKISTAN | KYRGYZSTAN | KAZAKHSTAN



UCA Naryn Campus, Kyrgyzstan

Table of Contents

| | |
|---|----|
| UCA Board of Trustees | 4 |
| 2017 Highlights | 6 |
| UCA Khorog Campus - a Mini Tour | 10 |
| School of Arts and Sciences | 14 |
| School of Professional and Continuing Education | 18 |
| Mountain Societies Research Institute | 24 |
| Institute of Public Policy and Administration | 28 |
| Cultural Heritage and Humanities Unit | 31 |
| Aga Khan Humanities Project | 32 |

About UCA

The University of Central Asia (UCA) was founded in 2000 as a private, not for profit, secular university through an International Treaty signed by the Presidents of the Kyrgyz Republic, Tajikistan, and Kazakhstan, and His Highness the Aga Khan; ratified by their respective parliaments, and registered with the United Nations. The Presidents are the Patrons of the University and His Highness is the Chancellor. UCA's mission is to promote the social and economic development of Central Asia, particularly its mountain communities, by offering an internationally recognised standard of higher education, and enabling the peoples of the region to preserve their rich cultural heritage as assets for the future. UCA brings with it the broader commitment and partnership of the Aga Khan Development Network.

For more information: www.ucentralasia.org.



On the Cover: The Khorog Campus (Phase 1) includes an Academic Block, Laboratory Building, Student Life Building, and Dormitories.



Message From the Chairman

UCA is founded on its three Schools and has had an unusual pathway of development. It started in 2006 with the School of Professional and Continuing Education serving the educational and skills development needs of a broad spectrum of the population. Five years later, in furtherance of its mission to support the development of mountain societies, UCA's research institutes began generating new knowledge about the region. Phase 1 of the Naryn, Kyrgyzstan, residential campus admitted its undergraduate students in 2016 offering majors in Computer Science and Media and Communications. Completion of Phase 1 of the second residential campus of the School at Khorog, Tajikistan, is a milestone achievement of 2017. Built ahead of schedule and under budget, this \$95 million investment created over 800 construction jobs (95% Khorog residents) and 100 new full-time faculty and staff positions. Thus, Khorog will be home to two exciting undergraduate majors of this School: Earth and Environmental Sciences and Economics. Its intellectual life will be enhanced by the relocation to Khorog of the main office of the Mountain Societies Research Institute. This year the University admitted its second cohort of 95 undergraduate students from a pool of 1,100 applicants.

To underline the importance of research, the Chancellor of UCA, His Highness the Aga Khan, urged the Founding Trustees at their inaugural meeting in November 2017, *"To make research one of the highest priorities of the University. Only through the creation of new knowledge will we be able to address the multiple challenges that affect the quality of life of mountain societies. Over time, it is high quality and relevant research which will earn UCA a place among the renowned universities of the world."*

This annual report highlights the University's research and other achievements in the Graduate School of Development, including the Mountain Societies Research Institute, Institute for Public Policy and Administration and Cultural Heritage and Humanities Unit as well as in the undergraduate School of Arts and Sciences, and the Aga Khan Humanities Project. The growth of the School of Arts and Science's undergraduate degree programmes, gives new impetus to UCA's mission of becoming a research university. Its bachelor's programmes seek to foster a research-oriented educational culture by engaging students in original research projects as early as their second year of study.

Sound governance is one of the most important features of a vibrant university. UCA is fortunate to be led by a distinguished Board of Trustees whose members represent a remarkable pool of knowledge and experience from Central Asia and beyond. The Trustees have made an excellent beginning by taking a deep interest in the current academic programmes, and committing themselves to the mission established by the Founders of UCA. On the recommendation of the Board, the Chancellor has appointed a Rector, who will be on board in August 2018. Prof. Dr. S. Sohail H. Naqvi has had a distinguished career, and served as Vice Chancellor of the Lahore University of Management Sciences for five years. He was also Executive Director of a Commission of the Government of Pakistan for eight years implementing higher education reform.

I hope that you will find this publication a useful resource, which offers a quick but comprehensive snapshot of the University and its major initiatives and accomplishments in 2017.

On behalf of our Board, faculty, staff and students, I take this opportunity to convey our gratitude to UCA's Founding States as well as all our friends, well-wishers and partners for their continued support.



Dr Shamsh Kassim-Lakha
Chairman, Board of Trustees

UCA Board of Trustees

The first Board of Trustees of the University of Central Asia was appointed in 2017, and its inaugural meeting was held with His Highness the Aga Khan, Chancellor of UCA, on November 6th in Gouvieux, France. The Trustees bring a wealth of expertise and experience, and include prominent individuals with distinguished backgrounds in academia, government, development, and civil society. Besides the Trustees listed below, four additional members are expected to be appointed shortly.



Front (L to R): Mrs Elvira Sarieva, Prince Rahim Aga Khan, His Highness the Aga Khan, Princess Zahra Aga Khan, Dr Shamsh Kassim-Lakha, Senator Byrganyim Aitimova. Back (L to R): Mr Naguib Kheraj, Prof Hans Hurni, Dr Shenggen Fan, Dr Sharofat Mamadambarova.



Dr Shamsh Kassim-Lakha

Dr Shamsh Kassim-Lakha has a long association with University of Central Asia, and is presently the Chairman of the Board of Trustees of UCA. Since 2014 and until the appointment of UCA's Rector in 2018, he is responsible for leading the planning, building and operation of the campuses and programmes of the University across all three of its Founding States. He also served as co-chair of the Commission on the Establishment of an International Institution of Higher Education, a distinguished panel of international and regional members who in 1998 developed the concept for UCA. In 2000, he was involved in the negotiations of the International Treaty that led to UCA's establishment by the governments of Tajikistan, Kyrgyzstan and Kazakhstan, and His Highness the Aga Khan. In 2014, Dr Kassim-Lakha was appointed Diplomatic Representative of the Aga Khan Development Network (AKDN) to the Kyrgyzstan.



Princess Zahra Aga Khan

Princess Zahra Aga Khan is a Member of the Board of Directors of AKDN. She has policy and management responsibility for the Health, Education, Planning, and Building Services Companies in more than a dozen countries in the developing world. She is also involved at a strategic level with other agencies of the AKDN, working in the areas of social and economic development. Princess Zahra is also a Trustee of the Aga Khan University, and is on the Boards of the Aga Khan Agency for Microfinance and the Global Centre for Pluralism. She attended Le Rosey School in Switzerland, and received her undergraduate degree cum laude in Development Studies from Harvard University (AB'94).



Prince Rahim Aga Khan

Prince Rahim Aga Khan is the Chairman of the Executive Committee of the Aga Khan Agency for Microfinance and is a member of the Board of the Fondation de Chantilly in France. A graduate of Brown University, Rhode Island, USA, he has a Bachelor's Degree in Comparative Literature awarded in 1996. Prince Rahim received his secondary education at Phillips Academy, Andover, Massachusetts. After spending some time in the construction sector, in 2006 he completed an executive development programme in management and administration at the University of Navarra IESE Business School in Barcelona, Spain, before joining AKDN. Prince Rahim travels regularly to Asia and Africa to oversee microfinance programmes and other projects of AKDN.



Senator Byrganym Aitimova

Senator Byrganym Aitimova has been a member of Kazakhstan's Senate since 2013, prior to which she was Ambassador of Kazakhstan to the United Nations for 6 years. From 2004 until 2007, Senator Aitimova served as Minister of Education and Science of the Republic of Kazakhstan. She has also served as Ambassador of the Republic of Kazakhstan to Israel and Italy. Senator Aitimova holds a Law degree from the Ural State Pedagogical Institute and a degree in Education from the Kazakh State University. She received a degree in Political Science and Management from the Almaty Institute of Political Science and Management in 1997. Senator Aitimova was born in Zelėnovskiy Rayon, West Kazakhstan Oblast, and speaks fluent Kazakh, Russian and English. She is married with two children.



Dr Shenggen Fan

Dr Shenggen Fan has been Director General of the International Food Policy Research Institute (IFPRI) since 2009. He joined IFPRI in 1995 as a research fellow, conducting extensive research on pro-poor development strategies in Africa, Asia, and the Middle East. He led IFPRI's programme on public investment before becoming the Director of the Institute's Development Strategy and Governance Division in 2005. He serves as a member of the Lead Group for the Scaling Up Nutrition Movement appointed by the previous UN Secretary General Ban Ki Moon. Dr Fan also serves as advisor to many national governments (including China and Vietnam) on agriculture, food security and nutrition. He received a PhD in applied economics from the University of Minnesota, and bachelor's and master's degrees from Nanjing Agricultural University in China.



Professor Hans Hurni

Professor Hans Hurni is Founding President of the Centre for Development and Environment, University of Bern. His areas of professional focus include: natural resource management; sustainable development appraisal; soil erosion process assessments; soil and water conservation experimentation; and nature conservation. Professor Hurni served as Co-Director of the Swiss National Centre of Competence in Research North-South from 2001 to 2013 during which he engaged in research partnerships for mitigating syndromes of global change. Professor Hurni is a member of UCA's Mountain Societies Research Institute Working Group, which provides support, oversight and strategic direction to the Institute.



Mr Naguib Kheraj

Mr Naguib Kheraj is currently a Senior Advisor to AKDN. He is also a member of the Board of Trustees of the Aga Khan University, and member of the Executive Committee of the Aga Khan Museum. He currently serves as Deputy Chairman of Standard Chartered PLC and Chairman of its Board Audit Committee. He is also a Non-Executive Director of Rothesay Life Plc and a member of the Investment Committee of the Wellcome Trust. Mr Kheraj was formerly a Director and Member of the Group Executive Committee of Barclays PLC and Chief Executive Officer of JPMorgan Cazenove. He has also held senior positions at Robert Fleming and at Salomon Brothers where he started his banking career in 1986. Mr Kheraj has served as a Senior Adviser to Her Majesty's Customs and Revenue Service and to the Financial Services Authority in the UK, and as a Member of the Development Board of the Prince's Trust. Mr Kheraj was educated at Dulwich College, London, and Cambridge University, where he graduated with a degree in Economics.



Dr Sharofat Mamadambarova

Dr Sharofat Mamadambarova has been affiliated with the Aga Khan Humanities Project (AKHP) at UCA since 1998 in curriculum development and assessment, and as a Master Trainer at Khorog State University (KSU). Her career with KSU began in 1992 during which she served as Head of the Department of Foreign Languages, Dean of Humanities, and finally as Vice Rector of International Relationships. Prior to joining KSU, Dr Mamadambarova spent 16 years with the Foreign Languages Faculty at the Dushanbe Pedagogical University. She joined as an Assistant Professor of English in 1976 graduating to hold key university administrative leadership roles first as the Vice Dean of the Foreign Languages Faculty, and subsequently as Head of the Department. She received her PhD from the Institute of Oriental Studies in Moscow in 1990. Dr Mamadambarova is currently on sabbatical from UCA's AKHP.



Mrs Elvira Sarieva

Mrs Elvira Sarieva is the former Deputy Head of the President's Apparatus of the Kyrgyz Republic, prior to which she was Head of the Social Policy Department of the President's Apparatus. She served as Minister of Education and Science from 2014 to 2016. In addition to serving in senior government roles, Mrs Sarieva has also had a successful career in media, working first as Editor and Deputy Director of the Internews Network Representation in Kyrgyzstan, followed by a role as Executive Director of Internews. She graduated with honors from the faculty of German Philology, Bishkek Humanitarian University in 1998. She holds a degree from the British School of Broadcasters of the British Broadcasting Corporation, and a master's degree in business administration from the Academy of Management under the President of the Kyrgyz Republic.

2017 Highlights



Canadian hockey legend, Ken Dryden, shared his experiences balancing a professional sports career with higher education and civic education at the UCA Naryn Campus.



Dr Ivan Prostavkov (left), Vice Rector of the National Research University's Higher School of Economics (HSE), and Dr Shamsh Kassim-Lakha, signed an academic partnership at HSE in Moscow. HSE will develop curriculum for UCA's undergraduate programme in Economics and contribute to faculty development.

2017 Highlights



Dr S. Frederick Starr, Founding Chairman of the Central Asia-Caucasus Institute and Silk Road Studies Program, delivered a lecture on "When Central Asia was Central, and How to Make it so Again" in Bishkek. Dr Starr also played a significant role in the early conceptualisation of UCA in the late 1990s.



Professor Andrew Parfitt, Provost and Senior Vice President at the University of Technology Sydney and Dr Shamsh Kassim-Lakha (seated left), signed an agreement of cooperation in Australia. Among the areas of collaboration between the two institutions are curriculum development, exchange of faculty and students, sharing of teaching resources and strategies, joint conferences, seminars, and exhibitions.





Students studying regional plants in the Laboratory at the Khorog Campus.

UCA Khorog Campus - a Mini Tour



UCA Khorog Campus - a Mini Tour



Clockwise from top left:

The University Library provides students access to a rich collection of books, periodicals and online databases;

The Academic Block uses biodynamic lighting to simulate natural light;

The Students Life Building is a beehive of activity after classes;

Flexible classroom spaces encourage dialogue and student participation;

Students enjoy the outdoor landscaping;

The University Dining Hall doubles as an event space.



Connecting to Your Discipline:

Nakylai Taiirova (left), Software Developer at MadDevs and Namba, and Alif Khalfan (2nd from left), Vice President of Product Management and Revenue at the Walt Disney Company facilitated a session on WordPress with undergraduate students in Naryn. It was organised by UCA as part of the "Connecting to Your Discipline" programme.

“UCA brings the power of education and human ingenuity to the economic and social development of mountain societies.”

His Highness the Aga Khan
Khorog, Tajikistan
July 2004



School of Arts and Sciences

UCA's School of Arts and Sciences (SAS) provides high quality undergraduate education in the liberal arts and sciences in a fully residential setting. Bachelor of Science and Bachelor of Arts degrees are offered in Computer Science and Communications and Media, at the Naryn campus, and Economics and Earth and Environmental Sciences, at the Khorog campus.

Undergraduate Programme

SAS admitted its second cohort of undergraduate students for the 2017-2018 academic year, following a 113% increase in applications from the 2016 application cycle. In March, 960 applicants sat for an English, mathematics and logic admissions exam across 20 test centres in 8 countries. They were also evaluated based on their interview performance, extracurricular engagements, and leadership within their communities.

During the recruitment campaign, SAS conducted visits to 115 schools and participated in 6 educational fairs across the three founding states. Over 140 prospective students, parents and high school administrators from Kyrgyzstan and Tajikistan attended an Open House at the Naryn Campus in February 2017.

In September, SAS admitted 81 students into the preparatory programme to form its second class. Six students who met the required English, maths, and science pre-requisites were also admitted into the freshman year through direct entry. Students represent seven countries, and came from Kazakhstan, Kyrgyzstan, Tajikistan, Pakistan, Iran, Syria, and Afghanistan.

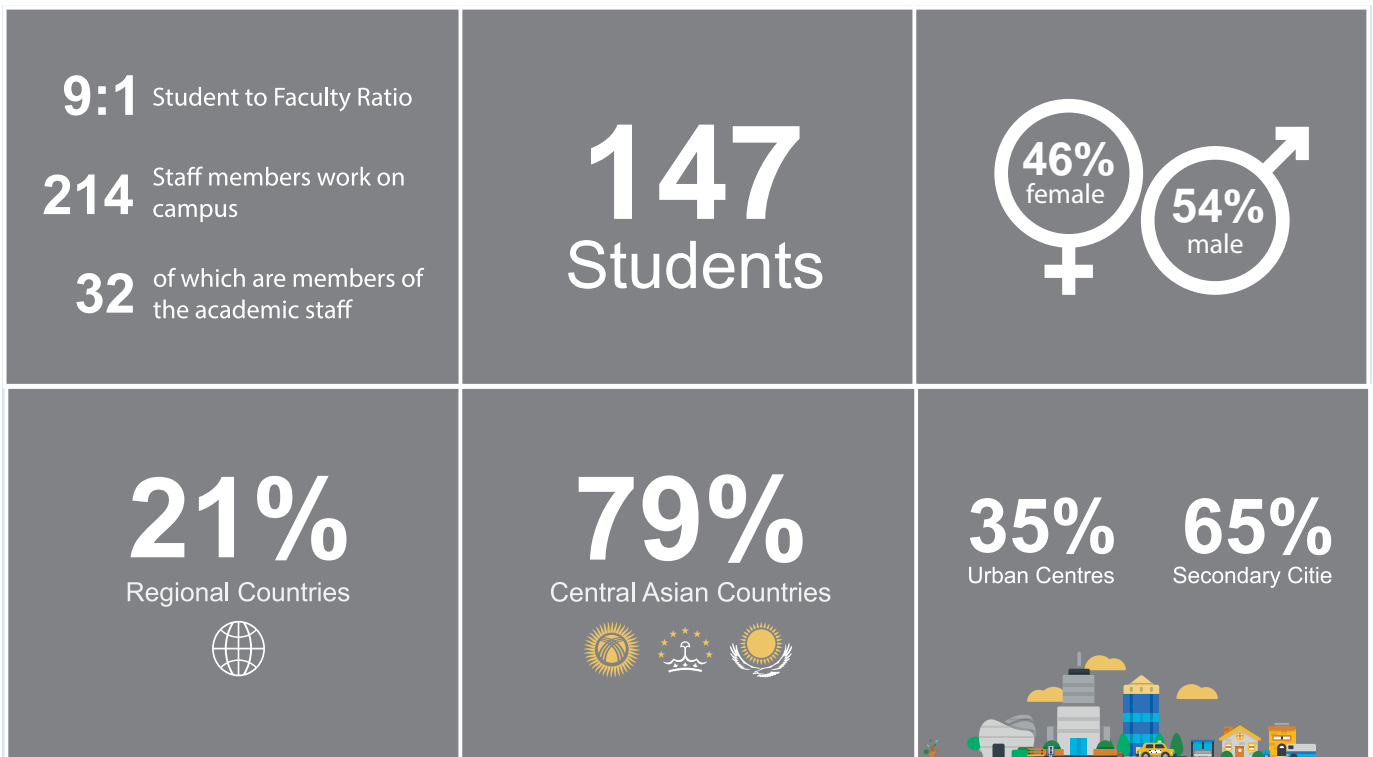
SAS also introduced a decentralised cross-campus leadership structure through Campus Management Teams comprising of a Campus Academic Lead, Student Life Team Lead, and a Facilities Manager.

Pre-University Education

In response to a varied quality of education throughout the Central Asian region, and to enable students to effectively qualify for admission to UCA, upgrading programmes are offered. They are designed to upgrade the English and math skills of Grade 10 and 11 students. UCA's third Summer Upgrading Camp at the Naryn Campus admitted 80 students from Kyrgyzstan, Tajikistan and Kazakhstan, from over 480 applicants in 2017. In addition, 61 students attended the Winter Upgrading Programme from Kazakhstan, Kyrgyzstan, Pakistan and Tajikistan.

Partnerships for Curriculum Development

UCA's undergraduate majors curricula are being developed in partnership with international partner institutions, prioritising the need for rigorous and con-





textualised teaching material. In 2017, Memorandum of Understandings (MOU) were signed with the University of Technology Sydney (UTS) for the Communications and Media major; the University of British Columbia (UBC) for the Earth and Environmental Sciences; and the Higher School of Economics in Moscow (HSE) for the Economics. In addition, UTS, HSE and UBC conducted contextualisation visits to UCA to ensure that the curricula is responsive to the needs of Central Asia.

**Preparatory Programme:
Overall Outcomes**

SAS saw a successful transition to a residential campus life, and social and academic integration on campus. With the first cohort completing their preparatory

year, there was considerable improvement in student performance, cross-cultural learning, critical thinking, and communication in English amongst the student body. Additional support for students needing extra help was offered from faculty and student life advisors, and remedial classes were introduced, which aided in improving the average class performance.

In Semester 3 (May-June), Preparatory Year students participated in a Connecting to Your Discipline module aimed at assisting them to choose which major they wish to pursue. Comprising of week-long workshops, one for each major offered at UCA, it provided students exposure to both theoretical underpinnings and hands-on field experiences to gain real world insights, as well as a chance to engage with local professionals through career panels.

As part of the “Connecting to Your Discipline” programme, UCA students in Naryn developed business ideas for a Dragon’s Den simulation. They were challenged to pitch ideas to a panel of potential investors.



UCA students organised a TEDx “Crossroads” event in Naryn, bringing together individuals from various fields of study to ignite conversations that matter. They discussed the intersection of diverse ideas and knowledge pathways, and how new images develop when ideas cross from different fields.



During his visit to the UCA Campus in Naryn, Chynybai Tursunbekov (centre), Speaker of the Kyrgyz Parliament, was presented a book on proverbs of the Kyrgyz Pamiri people by Dr Elmira Köchümkulova (right), Head of UCA's Cultural Heritage and Humanities Unit.

Cooperative Education Programme

In the Summer of 2017, UCA carried out a pilot project on the Cooperative Education Programme. It requires students to participate in internship assignments over the course of their undergraduate degree, accumulating close to one year of hands-on experience by the time they graduate. Prior to the launch of the programme, two staff members of SAS went to the University of Victoria in Canada for training. The pilot project placed 20 students in institutions such as Serena Hotels, Pamir Energy, Soros Foundation Kyrgyzstan, British Broadcasting Corporation (BBC) and various financial institutions across Kyrgyzstan, Pakistan, and Tajikistan. These placements were assigned after a competitive, employer-led process, and were facilitated by cooperative education sessions (CV building, interview skills, etc.) throughout the academic year to build up the students' professional development.

Launch of Liberal Arts Freshman Year

UCA offers a five-year undergraduate programme, of which the first year is spent prepping and upgrading the students' academic skills and proficiencies. The freshman year at SAS was launched in Autumn 2017 with a focus on liberal arts, including subjects related to social sciences and humanities. Courses include Early History and Cultural Landscapes, Economics and Human Geography, Pre-Calculus, and language courses during the first half of the academic year. In addition to the interactive lectures and seminars, students also participated in field work exploring communities living in the vicinity of the campus.

Faculty Development and Research

UCA established a new ranking system for faculty members, and appointed nine faculty members as Lecturers, Senior Lecturers, Assistant Professors and Associate Professors. In addition to teaching, research is a major component of a faculty member's respon-

sibility at UCA. All faculty are engaged in research, either through joint appointments at UCA's research institutes, multidisciplinary research supported by SAS, or research through their respective disciplines.

A faculty research lecture series was initiated in 2017, aimed at enriching UCA's academic community, and providing faculty with an opportunity to share their research with UCA and the local communities where UCA operates. Some topics included Foreign Trade in Central Asia, Education in Badakhshan, and Energy Use in Mountain Communities.

Residential Campus Life

UCA's Student Association (UCASA) was established to serve as a vehicle for organising student events, creating campus clubs and organisations, and providing students with a mechanism for sharing their vision of the campus community. Some highlights of the activities during the year included a mentorship programme for preparatory students, Independence Day celebrations, a student-organised TedX event on Crossroads in Central Asia, orientation preparation, student-led sessions for Basic Computer Skills, Early Learning Play Group, a Student Book Club, participation in an AKHP Debate Club tournament, and a Journalism Club, which produced the first edition of a UCA student newspaper.

Community Outreach

Community outreach activities and academic enrichment programmes, as well as team building and social activities, have been established to ensure active student engagement on campus and in surrounding communities. Programmes have been upgraded throughout the year in response to student satisfaction assessments.

To facilitate a dialogue between different actors involved in civil society, UCA has built relationships with the Naryn State University, the Aga Khan Health Services Diagnostic Centre, the Naryn Hospital, Moun-



"This year was full of great memories. UCA has become our second home," said Kazakh student Dias Kabykenov, reflecting on the first academic year at UCA. "If you are ready to study hard, make new friends from different countries and open to accepting different cultures and traditions – UCA is the place for you."

tain Societies Development Support Programme, Naryn Football Club, Naryn Boarding School, as well as the Naryn community at large. Similarly, in Khorog, relationships have been built with Khorog State University, public schools, Presidential School of Khorog, local football teams, and the greater Khorog community. In 2017, outreach activities included the following:

- A Pre-Service Faculty Training for faculty members at Naryn State University.
- A service learning project where English and mathematics were taught to high school students from the Naryn boarding school.
- International English Language Testing System (IELTS) to help students in the Preparatory Programme develop better reading skills in Khorog.
- Project Umed exposed students to the culture, history and landmarks in the surrounding regions to create deeper bonds with other student communities in Khorog. Field trips were conducted to Porshinev as well as the Khorog region.
- Students in UCA's Diversity Club spearheaded a community service effort that raised over US\$1000 for victims of the aviation disaster in Dacha-Suu village in Kyrgyzstan.
- The First Annual Health Fair was conducted in early April on the UCA campus in collaboration with students from Naryn State University, the Aga Khan Health Services, and other community organisations. About 400 people attended, and participated in workshops promoting healthy living, a food fair, and received free blood pressure tests.

To provide a more structured approach and direction to community outreach in Naryn, a Naryn-UCA Community Engagement Committee (Naryn-UCA CEC) was established in October. The purpose of



▲ Igor Semenovich Lyakin-Frolov (2nd from left), Ambassador of the Russian Federation to Tajikistan toured the Khorog Campus during a working visit to the Gorno-Badakhshan Autonomous Oblast.

the Naryn-UCA CEC is to enhance partnerships with community organisations in Naryn Town and Oblast, providing impactful experiences for both UCA students, faculty and staff, community organisations, and youth. The Committee's main focus is on building a strong and collaborative community, providing learning experiences, and empowering volunteers. A similar committee is planned for Khorog in 2018.

Visitors on Campus

UCA attracted nearly 4,500 visitors to its campuses in Naryn and Khorog during 2017. These included Government officials, public school teachers, colleagues from the AKDN network, diplomats, and university partners.

Guest Lectures at UCA

To increase the students' knowledge, and allow them to learn first-hand from high-profile visitors, lectures were organised for the UCA community in Naryn, including:



▼ The Ambassador of the United States to Tajikistan, Elizabeth Millard (left), on a tour of UCA's Khorog Campus.



Mr Sapar Isakov, Prime Minister of Kyrgyzstan on *The National Digital Transformation Project: Taza Koom*.



Ms Idalia Salvador Serrao, Member of the Portuguese Parliament on *Holistic and Ethical Approaches to Education*.



Dr Abbie Clare, London School of Economics on *Resistance of Mountain Communities to Climate Change and Financial Stressors. Financial Stressors*.

School of Professional and Continuing Education

The School of Professional and Continuing Education (SPCE) is a leading provider of post-secondary, short-cycle continuing education in Central Asia, as well as a publisher of academic textbooks. SPCE programmes are offered across twelve learning centres in Kyrgyzstan, Kazakhstan, Tajikistan and Afghanistan, and they provide young people and adults professional and vocational qualifications in a flexible learning format that improves employment and income generating opportunities.

SPCE External Evaluation

Having been established in 2006, and graduated over 111,000 learners, SPCE underwent a rigorous external evaluation in 2017. The objective was to assess 10 years of the effectiveness of implementing programmes designed to advance the socio-economic development of the mountain regions of Central Asia, and improve livelihoods and educational mobility. In doing so, SPCE established a model of an educational institution that had no equivalent in the region, and virtually none in international practice.

An evaluation was conducted by the Higher School of Economics in Russia, the College of Rockies in Canada, independent regional experts and consulting companies to assess how well SPCE had met its mission from 2010 to 2016. The evaluation garnered empirical evidence and asked authoritative field experts to critically examine its programmes, quality assurance processes, organisational structure, and other aspects of its operations. The Impact Evaluation showed that almost 90% of graduates said their goals to obtain skills for employment or admission to higher education were met. About 75% of the graduates said that SPCE improved their chances of finding new or better jobs, and 12% started or expanded a business. In addition, 88%

of graduates noted that SPCE provided skills enabling them to remain in their community, and 77% said studying at SPCE resulted in increased civil engagement. The report highlighted that SPCE has established “a remarkable quality assurance system”, and concluded that SPCE should continue to grow incrementally along existing pathways.

Programmes and Key Statistics

SPCE offers 60 courses, delivered as programmes for targeted constituents. In 2017, enrollment peaked at 14,450 learners, reflecting a 20.5% increase from the previous year, mainly in Tajikistan and Kyrgyzstan. SPCE Naryn enrollment increased by 74.4% through outreach activities across the country, particularly in the Naryn region. With the introduction of new programmes and courses, including the Mental Math programme, enrollment in SPCE Khorog increased by 17.3%, while in Dushanbe it increased by 24.7%. More young learners pursued courses with SPCE, resulting from the introduction of new programmes specifically targeted at school students. There was a noticeable increase in youth enrolment; 51% of learners were under 19, compared to 41% in 2016. SPCE also produced 44 new textbooks to support course delivery in 2017.





Notable Achievements

SPCE delivered numerous short-term courses and professional development programmes, including Teacher Knowledge Test (TKT) trainings, and Trainings of Trainers on Social Entrepreneurship and Academic Writing. SPCE is the only official testing centre for many international qualifications through the International Computer Driving License (ICDL), Certified International Professional Accountant Examination Network, Test of English as a Foreign Language, IELTS, and the London Chamber of Commerce & Industry. SPCE learning centres are recognised as a Cambridge English Language Assessment Centre.

Throughout the year, SPCE provided professional development training for SPCE instructors from Kyrgyzstan, Tajikistan, Kazakhstan and Afghanistan, and all instructors were certified with TKT training. In December 2017, SPCE launched TKT tests for state schools and universities, including the Kyrgyz-Turkish Lyceum.

KYRGYZSTAN

- SPCE completed the Women's Entrepreneurship Development project funded by the Japanese Fund for Poverty Reduction, and administered by the Asian Development Bank, where the Kyrgyz Ministry of Economy (MoE) was the executing agency. SPCE trained 350 women entrepreneurs, 100 employees of partner financial institutions, and 100 state civil servants in all regions of the country. In addition, 27 journalists attended workshops on Media Coverage, Economic Development, and Women's Entrepreneurship.

- Over 1250 students and teachers participated in social entrepreneurship seminars across Kyrgyzstan as part of the Change the World Around You! competition, funded by the Coca-Cola Foundation.
- SPCE participated in Global Money Week and organised events promoting financial literacy including visiting the Kyrgyz Investment and Credit Bank, and playing a new Knowledge of Budget financial game.
- Certificates were awarded to five Information Technology teachers from the Silk Road International Schools who successfully passed their English exams.
- The Ilim Private school was the first school to offer the International Computer Driving Licence programme to all students through SPCE as part of their core curriculum.
- Klara Yshtybaeva, a part-time SPCE Math Instructor received a Diploma with Honours and a Medal from the President of the Kyrgyz Republic.
- Bekzat Toktobek uulu, SPCE student, was awarded a Gold Certificate for his high score on the National Test (ORT) from the President of the Kyrgyz Republic.
- Eleven students of the Academic Achievement Programme (AAP) won an opportunity to participate in SPCE Naryn's Summer Upgrading Camp
- Three students of SPCE Naryn AAP won a grant for the United States Future Leaders Exchange Programme, to study in the USA for 1 year.

Nurbek Nisharapov, Head of SPCE in Naryn, conducted an outreach training at Naryn State University to raise awareness about youth social entrepreneurship and its benefits. This was organised as part of a series of trainings held across Kyrgyzstan for over 1200 students and teachers.



"SPCE programmes have helped the people gain knowledge and celebrate unity," said Muhammad Ismail Qayumi, Head of Nusai District in Darwaz (Afghanistan) at the ceremony. The Darwaz learning centre awarded graduates English and Information Technology certificates, 45% of whom are women.



Over 280 learners from UCA's SPCE and AKHP courses received certificates in professional development and skills building programmes in Dushanbe.

- SPCE Naryn launched a Geographic Information System programme for local municipal employees.
- SPCE Naryn staff won a Table Tennis Tournament dedicated to SPCE's 10th Anniversary. Staff from UCA, SPCE, the Mountain Societies Development Support Programme, and the Aga Khan Education Services participated.
- UCA hosted its sixth annual football tournament in Naryn to celebrate Independence Day of the Kyrgyz Republic. Eight Teams representing different city districts including Tosh Bulak, RTS, Ardager, Borbor, Ak-Korgon, Alma-Bak, Jailoo-Bak, as well as a UCA staff team vied for the champion's trophy. The Alma Bak team won the tournament.
- The Continuing Education Center (CEC) in Egypt, Aswan made an exposure visit to SPCE in Kyrgyzstan. SPCE and CEC shared knowledge and experience related to curriculum development, academic regulations, and discussed possible future cooperation.
- The Aga Khan Foundation Syria's Continuing Education University also conducted an exposure visit to SPCE to discuss areas of collaboration, donor relations, SPCE project activities, and book publications.
- 100 individuals attended an Intensive Mentorship programme as part of the Economic and Social Connection Multi-Input Area Development Global Development Alliance (MIAD GDA) project. UCA's SPCE has been working with Accelerate Prosperity to support SMBM programme graduates.
- In collaboration with the Department of Migration of the Regional Government of GBAO, SPCE signed an agreement of cooperation to assist migrants to improve their Russian.
- SPCE signed MOUs with five universities and institutes based in Khatlon and Tajikistan, to support the SMBM programme and provide professional development for 10 instructors and launch entrepreneurship programmes in Khatlon.
- Over 250 students graduated from SPCE in Khorog and Dushanbe programmes and received certificates in Accounting, English, and Business Planning.

TAJIKISTAN

- Over 4000 individuals from 80 institutions in the Gorno-Badakhshan Autonomous Oblast participated in Global Money Week (GMW) activities, including events related to financial literacy and economic development. As part of GMW, 30 children received money to contribute to their future education and creative development.
- An MOU was signed with the Enterprise Growth Accelerator (EGA) to support loans for graduates of SPCE's Small and Medium Business Management (SMBM) programme.

KAZAKHSTAN

- Funded by the Department of Tourism in Almaty, 27 state civil servants and industry representatives attended a Guide Training seminar.
- Organised in accordance with National Standards of the Republic of Kazakhstan, 31 hotel owners and staff participated in a Hospitality and Guest Management training seminar. It was funded by the Department of Tourism in Almaty.
- SPCE's official Cambridge English Language Assessment Centre trained and successfully passed 18 state school teachers. The Government provides full support to SPCE conducting TKT, as their education reform requires the new certification to teach in secondary schools in Kazakhstan.
- An awareness campaign and seminar on Generating Social Ideas was organised for 159 students. As part of the Change the World Around You!

competition, funded by the Coca-Cola Foundation, USA, 442 applications were received across all Kazakhstan provinces.

- The Almaty Oblast municipality, Kazakhstan's National Chamber of Entrepreneurs "Atameken" and UCA organised a public forum on Industrialisation in Taldykorgan, Kazakhstan. It was the first open public discussion organised between the partners.
- Over 100 children participated in the sixth edition of Global Money Week in Tekeli.
- Three AAP students successfully passed their entrance exams to the Nazarbayev School and have been admitted.
- Bakytzhan Molbayev, intermediate conversational English teacher at SPCE, won first place in an English provincial competition among teachers who teach various subjects in English.
- With support from UCA, 12 social projects (consisting of 3-4 people in each group) won one million Kazakh Tenge towards their projects, funded by the World Bank.

its programmes across six learning centres under the MIAD GDA project in Afghanistan. Graduates in Darwaz saw an increase from 14% women in 2014, to 45% in 2017.

- Over 400 participants attended financial literacy workshops during SPCE's Global Money Week (GMW) in Shugnan, Darwaz, Ishkashim, Zebak and Faizabad. GMW events were organised in partnership with the Aga Khan Foundation and the Badakhshan University in Faizabad.
- Training of Trainers were conducted for SPCE learning centre coordinators for the new International Computer Driving Licence modules, including web design, for 20 IT and English instructors.
- A new project, Pathways to Innovations (P2I), was launched by SPCE in Shugnan, Ishkashim and Darwaz, funded by the International Development Research Centre of Canada.
- Advanced, intermediate, and upper intermediate levels of English courses were launched, providing opportunities for teachers to use different teaching approaches and techniques.
- Monitoring visits were conducted by the Aga Khan Education Services (AKES) Zebak Community Based Learning Centre, organised under MIAD-GDA, and provided learning materials, visual aids, and TV sets for IT and English classes.

▼ Eighty teachers from Kyrgyzstan participated in a teachers conference organised by SPCE in June. The theme of the conference was "Continuing Education for Sustainable Development", focusing on schools in Naryn.

AFGHANISTAN

- SPCE graduated 629 learners (38% women) from



▲ Mr Dilovar Butabekov (left), Deputy Director of SPCE Afghanistan and Tajikistan, presenting an English certificate to a student in Faizabad, Afghanistan.



► In August, SPCE in Khorog delivered a corporate training programme for 25 potential guides from the Pamirs Eco-Cultural Tourism Association. They learnt about first aid and safety in mountainous regions, as well as the cultural heritage of the Pamirs.



“By creating intellectual space and resources, this University will help turn the mountains that divide the nations and territories of Central Asia into links that unite its peoples and economies in a shared endeavour to improve their future well-being.”

His Highness the Aga Khan
Astana, Kazakhstan
August 2000



Lookout Point at UCA Naryn

Mountain Societies Research Institute

The Mountain Societies Research Institute (MSRI) conducts research to improve the well-being of mountain societies in Central Asia. MSRI is committed to advancing the global Sustainable Mountain Development agenda through transformative research, education, and dissemination of findings. MSRI is part of UCA's Graduate School of Development.

Building Research Capacities

MSRI launched a new Pathways to Innovation project in 2017 with the support of the International Development Research Centre (IDRC), Canada, and the Aga Khan Foundation Canada (AKFC). Building on UCA's successful Central Asia and Afghanistan Research Fellowship (CAARF) programmes, this regional capacity-building project is helping with the development of research and teaching experience in agriculture, environmental conservation, and natural resources management at the Bamyan and Badakhshan Universities in Afghanistan, and Khorog State University in Tajikistan.

MSRI uses two main approaches to achieve project goals including collaborative development, funding, and execution of select research projects, as well as the development and trial delivery of a new certificate programme in natural resource management. In 2017, research needs and opportunities were evaluated based on priority with the three partner institutions. This resulted in a joint design of 11 field-based projects that will be implemented in 2018.

Engaging Local Communities

In Kyrgyzstan, mountain communities in Naryn oblast have been engaging closely with MSRI through the Kyrgyz Mountains Environmental Education and Citizen Science (KMEECS) project, introducing 'citizen science' at the community level. Environmental awareness has been raised and MSRI has introduced new teaching approaches and tools in ten village schools, through a manual and curricula about interactions with the environments. The student-centred learning activities focused on critical observations and experiments about water quality

and plant phenology. New smartphone applications were also developed to assist in environmental monitoring in the context of the significance of water and changing climatic conditions (see Lapis Guides, <http://lapisguides.org>).

Many other mountain stakeholders in Kyrgyzstan, and more widely across Central Asia, also have continued to benefit from MSRI's support provided through the Central Asia Mountain Hub (CAMH), a collaborative effort of UCA and 'Mountain Partnership' hosted at MSRI since 2011. Numerous activities have been organised for mountain partners, seeking to help build local capacity in sustainable mountain development, and providing critical information and opportunities. In December 2017, MSRI participated in the fifth global meeting of Mountain Partnership on Mountains Under Pressure: Climate, Hunger, Migration was held at the United Nations Food and Agriculture Organization's (UN FAO) Headquarters in Rome, Italy with over 220 participants.

Livelihoods and Natural Resource Governance

MSRI's long-term Ecosystem Services for Poverty Alleviation (ESPA) project on 'mountain observatories' continued in 2017, leading to an enhanced understanding of local people's livelihoods, including different stakeholders' perspectives in pasture management. Additionally, assessments were conducted on community pasture, water users' associations, and interactions between communities, pasture committees, forestry reserves, and protected areas.

The ESPA project is one of the original projects within UCA's Learning Landscapes Initiative, an overarching framework that guides much of MSRI's research.

▼ Summer pasture in the Naryn region.





▲ Dr Marc Foggin (right), Associate Director of MSRI addressing the participants of the Life in Kyrgyzstan 'Silk Road' Workshop.

Through selected projects and activities, this strategic initiative aims to monitor and analyse long-term ecological and social conditions, trends, and inter-relationships, to help identify innovative pathways to a more sustainable future and support evidence-based development planning and decision-making. Research undertaken within this framework is conducted at the household, regional, and international levels, helping to fill in knowledge gaps. Centred at UCA's Naryn and Khorog Campuses, this initiative has also been created to encourage development of faculty-student partnerships, to incorporate relevant learnings in disciplinary curricula, and to promote more participatory approaches in research and knowledge exchange.

The Palaeoclimate, Environmental Change and Social Interaction in Central Asia (PALESCA) project builds on work begun under ESPA, focusing especially on environmental monitoring in the At-Bashy mountain range – within reach of the Naryn campus – promoting participatory research and 'citizen science' in Central Asia, which will be further developed in 2018.

Closer to the Khorog campus, MSRI worked on a study on Medicinal and Aromatic Plants (MAP) in the Pamir mountainous region, aimed at determining if market demands justify long term investment and domestication trials. As part of the Aga Khan Development Network and Multi-Input Area Development's strategic approach, this and other sub-projects feed directly into development programming and investment in the wellbeing of communities.

Also in Tajikistan, MSRI is conducting agricultural research to promote sweet potatoes for improved

nutrition and food security in the Khatlon province, working in partnership with the International Potato Centre (CIP) and Tajik Academy of Sciences, supported financially by the United States Agency for Development (USAID).

Building Social and Ecological Resilience

MSRI continues to partner with the London School of Economics and Political Science on the Pathways to Resilience in Semi-arid Economies (PRISE) project, exploring how communities respond to climate-related shocks and stressors, and identifying the key socio-environmental factors promoting wellbeing. Based on a series of seasonal household surveys, innovative measures to track resilience in fragile environments are being developed with the aim to strengthen communities.

Additionally, the main vulnerabilities and the adaptive capacities of Central Asian mountain societies to climate change were investigated in 2017, based on a wide-ranging review of the literature, leading to an MSRI research report on this critical topic ([available here](#)).

Social Dynamics in Mountain Societies

Two projects in 2017 focused on the social dynamics, tensions, and disputes, surrounding natural resource management in transboundary areas of Kyrgyzstan and Tajikistan. Building on a previous study about conflicts arising from water and pasture resource uses, the roles of local natural resource management organisations and other institutional partners were examined in the

◀ UCA launched Dr Yuri Badenkov's (2nd from right) book, "Life in the Mountains" in Dushanbe. It describes the diversity of development models in mountain areas, in the context of their historical heritage, culture and environment. Badenkov served on the Commission which developed the concept of UCA and is a member of MSRI's Advisory Group.



▲ Family farming practices in Kyrgyzstan

Promoting Social Cohesion and Conflict Mitigation along the Kyrgyz-Tajik Border project, funded by the United States Institute of Peace (USIP). The project's aim is to better understand local social dynamics in enhancing resilience to conflict situations.

With support from the Conflict, Stability and Security Fund (CSSF) in the United Kingdom, a related Improving Stability and Better Natural Resources Management in Kyrgyzstan and Tajikistan project is comparing different models of resource management, including relations to climate change and migration patterns.

Integrated Land Use Systems and Food Security

With support from the Government of Germany, MSRI also participated in the community-based management of walnut forests and pastures in Southern Kyrgyzstan, focusing on assessing the extent to which Non-Timber Forest Products (NTFPs), other than walnuts, contribute to local economies.

In the context of food systems and food security, an

emerging research theme at MSRI, the novel use of remote sensing technologies is being explored for its potential to contribute to urgent development questions. Within the framework of AKDN's MIAD development work in the Tajik-Afghan border regions, agricultural productivity is being assessed with new satellite imagery available for farmlands and rangelands in Wakhan and Pamir mountain pastures.

Additional research on integrated land use systems and the potential contributions of trees to improve livelihoods, food security, and environmental health, especially agro-forestry, is carried out by the Central Asia Office of the World Agroforestry Centre (ICRAF), hosted at MSRI in Bishkek

Biodiversity Conservation

Driven by the 2013 Bishkek Declaration on the conservation of snow leopards in their mountain habitats, a comprehensive Global Snow Leopard and Ecosystem Protection (GSLEP) programme was launched in 2016. By 2020, the goal is to secure at least 20 landscapes with viable snow leopard populations – understood as

MSRI KNOWLEDGE HUB

The MSRI Knowledge Hub (www.msri-hub.ucentralasia.org) is an interactive source of information on Central Asian environments and mountain societies. The platform interface and underlying database were recently modernised to improve accessibility and usability, and integrated into the K-Link network – an innovative regional platform for collaboration and knowledge exchange. The platform aims to serve as a practical interface for academics and researchers, including MSRI research staff, and in the future will support a wider range of researchers, practitioners and policy makers, and enhance access to information relevant to research and dialogue.



sensitive indicators of healthy mountain ecosystems. In 2017, UCA continued its collaboration with the GSLEP Secretariat and other government and non-government partners, contributing to development of the pasture and tourism chapters in the Central Tianshan Snow Leopard Landscape Management Plan. MSRI also participated in the Global Snow Leopard Forum that was held in Bishkek in August 2017.

Partnering with the International Centre for Integrated Mountain Development, MSRI continued its study of the rangeland conditions, their levels of utilisation, and local people's livelihoods in the Tajik Pamirs, as part of the broader, four-country Hindu Kush – Karakoram – Pamir Landscape Transboundary Conservation project.

Geographic Information Systems

The MSRI Geographic Information Systems (GIS) Laboratory provides services for core projects in several ways. It supports community resource management dialogues through cartography as well as with participatory GIS models. It provides objective assessment of historic trends in natural resources (i.e., land cover) and land use patterns through time-series analyses of satellite imagery and other aerial remote sensing. The GIS Lab thus supports with strategic analytic information as well as important communications tools.

Spatial data at various scales, and covering many different thematic contexts, along with valuable topographic datasets, are collected and stored at MSRI. These are readily available for analysis to better un-



derstand spatial and temporal patterns pertinent to sustainable mountain development in the mountain regions of Central Asia.

Supporting the Earth and Environmental Science Undergraduate Curriculum

In May 2017, MSRI researchers led a week-long programme for the Earth and Environmental Sciences (EES) major as part of the Connecting to Your Discipline semester for preparatory programme students. Activities included field mapping and use of geographic information systems, seismology, environments monitoring, and application of social research methodologies.

▲ MSRI organised an inaugural Disaster Risk Management (DRM) Summer University in Khorog. Participants were from various backgrounds – early stage university students to experienced DRM practitioners.

Institute of Public Policy and Administration

The Institute of Public Policy and Administration (IPPA) was established in 2011 to strengthen public policymaking in Central Asia. It provides in-depth analyses of current and emerging policy issues facing the region and aims to improve the analytical capacity of governments and civil society to use evidence based research in decision-making processes through professional development. IPPA is part of UCA's Graduate School of Development.



UCA's IPPA hosted an alumni reunion in Kabul, Afghanistan for its Certificate Programme in Policy Analysis (CPPA) in April. CPPA graduates work as civil servants, including a significant number in the Ministry of Finance in Afghanistan. Picture also shows Dr Bohdan Krawchenko, Dean of the Graduate School of Development at UCA (seated 3rd from right), and Mrs Nurjehan Mawani (2nd from right), Diplomatic Representative of AKDN to Afghanistan.

During 2017, IPPA launched new projects, strengthened existing partnerships, and contributed to the advancement of evidence-based policymaking in Afghanistan and Central Asia through research, training, and professional development initiatives. With support from national and international partners and donors, IPPA's activities focused on economic policy, food security and agriculture, tourism, natural resource management, and public health. IPPA also published five new peer-reviewed working papers in English and Russian in an established series that has released 42 papers since 2012.

Advancing Economic Policy

As part of the newly developed Pathways to Innovation initiative, IPPA works to strengthen analytical skills of the Afghan, Kyrgyz and Tajik civil servants, especially women, and representatives of civil society, including those drawn from professional and business associations, and working in economic policy. It is supported by the International Development Research Centre (IDRC), Canada, the Aga Khan Foundation Canada, and the Ministry of Finance, Afghanistan.

On December 17th, UCA signed a MOU with the Ministry of Finance of Afghanistan that engages 40 staff of the Afghan government in an Executive Master's in Economic Policy (EMEP) offered by IPPA. The programme is designed exclusively for the Afghan civil servants to help them build a strong foundation in economic theory and its applications, quantitative methods, and basic tools of policy analysis.

IPPA also developed the curriculum for EMEP and for its new Certificate Programme in Economic Policy (CPEP) in 2017. CPEP builds on UCA's Certificate Programme in Policy Analysis, which was designed and delivered by IPPA, in collaboration with Carleton University's School of Public Policy and Administration in 2015 and 2016. The EMEP will launch in 2018 in English for Afghan learners, and it will have eight modules including Policy Process in Government, Economics for Policy Analysis, Methods of Policy Analysis, Policy Monitoring and Evaluation, Labour Market and Human Resources Development Policies, Fiscal Policies, Trade Policies, and Economics of Sectors.

In parallel, IPPA will also offer CPEP in Russian to Tajik and Kyrgyz learners in 2018. Approximately 30

people from each country are expected to be enrolled in the programme, as IPPA is targeting high-impact individuals working in the economic policy sphere. In the meantime, IPPA delivered a series of public lectures and roundtable discussions on sustainable economic policies for science and innovation, and started work on research papers on economic policy for technological development in Afghanistan, Kyrgyzstan, and Tajikistan.

Social Cohesion Through Development

IPPA is often commissioned by national and international agencies to conduct impact evaluations of their initiatives. An impact evaluation of the Social Cohesion through Community-Based Development project was conducted in 2017, funded by the World Bank and the Aga Khan Foundation USA. The project aims to strengthen social cohesion through the delivery of community-driven development interventions in selected areas of Kyrgyzstan. As part of the research and evaluation component, a joint team from the Stockholm International Peace Research Institute (SIPRI) and IPPA administered baseline and end-line surveys to nearly 2,000 households to test whether pilot communities are likely to demonstrate enhanced social cohesion indicators compared to the control communities without interventions.

To generate more knowledge on this topic, IPPA and SIPRI organised a Summer School on Social Cohesion: Concept, Implementation and Impact Evaluation as a capacity-building activity for researchers, practitioners, and policymakers from Kyrgyzstan, Kazakhstan, Uzbekistan, and Tajikistan. The summer school was held from June 11th to 18th, in Issyk-Kul, Kyrgyzstan. The programme addressed the role and understanding of 'social cohesion', measurement of the concept using micro-data from Kyrgyzstan, application of social cohesion as a development outcome, and processing of micro-data using statistical packages.

To contribute further to the reduction of conflicts, in the cross-border areas of the Kyrgyzstan and Tajikistan, IPPA conducted a desk-based study of factors that aggravate tensions between the Kyrgyz and Tajik communities and a separate baseline survey of 740 households residing in these areas to identify the impact of the rehabilitation of irrigation canals on economic well-being of rural populations and smallholder farmers. These projects were supported by the United States Institute of Peace and the UK Department for International Development (DFID) respectively.

Life in Kyrgyzstan

The Third Annual 'Life in Kyrgyzstan' conference brought together over 110 participants and speakers from the government and public sector, development agencies, non-governmental organisations, academia, research institutions, and media to exchange knowledge and experiences on recent socio-economic developments in Central Asia, and promote evidence-based policymaking. This year the conference was held on October 12th and 13th, 2017 in Bishkek and was organised by IPPA, SIPRI, IFPRI, Leibniz Institute of Vegetable and Ornamental Crops (IGZ), International Security and Development Center (ISDC), and FAO. Plenary sessions of the conference addressed a range of topics, including social cohesion, household welfare, labour markets, gender and intra-household decision-making, migration and remittances, livelihoods and agricultural market access, export markets and issues of regional integration, and climate change. The conference also informed on the process of a multi-topic longitudinal survey of 3,000 households and 8,000 individuals carried out in the Kyrgyzstan by an international consortium of research institutions, including IPPA, IFPRI, IGZ, and FAO.

Food Security and Agriculture

IPPA partnered with the United Nations' Food and Agriculture Organization (FAO) to harness knowledge



The Third Annual Life in Kyrgyzstan conference in Bishkek brought together participants from 9 countries to share research on new insights on a range of social and economic developments in Kyrgyzstan and the Central Asia region.



IPPA Working Paper Series



Tourism Sector in Kyrgyzstan: Trends and Challenges

Nazgul Jenish, Working Paper #42 (English, Russian, January 2018, 50 p.)



The Impact of Job Quality on Wellbeing: Evidence from Wageworkers and the Self-Employed in Kyrgyzstan

Damir Esenaliev and Neil T. N. Ferguson, Working Paper #41 (English, September 2017, 36 p.)



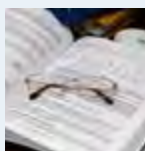
Promoting Social Cohesion and Conflict Mitigation: Understanding Conflict in the Cross-Border Areas of Kyrgyzstan and Tajikistan

Kemel Toktomushev, Working Paper #40 (English, Russian, July 2017, 28 p.)



International Labour Migration in the Context of the Eurasian Economic Union: Issues and Challenges of Kyrgyz Migrants in Russia

Lira Sagynbekova, Working Paper #39 (English, June 2017, 31 p.)



The Impact of Institutions and the Shadow Economy on Tax Revenue Collection in Tajikistan

Ismoil Khujamkulov, Working Paper #38 (English, June 2017, 46 p.)

Independent Publications



The Outcomes of 25 Years of Agricultural Reforms in Kyrgyzstan

Roman Mogilevskii, Nazgul Abdrazakova, Aida Bolotbekova, Saule Chalbasova, Shoola Dzhumaeva, Kanat Tilekeyev, Discussion Paper #162 (Leibniz Institute of Agricultural Development in Transition Economies, 2017)



Kyrgyzstan – Regime Security and Foreign Policy

Kemel Toktomushev, Book (Routledge, United Kingdom, 2017)



One Belt, One Road: A New Source of Rent for Ruling Elites in Central Asia?

Kemel Toktomushev, in Laruelle, M. (ed.) China's Belt and Road Initiative and Its Impact in Central Asia (The George Washington University, Washington, DC, 2018)

and know-how on food security to support the Government of the Kyrgyz Republic in its efforts to develop a food security policy, achieve Sustainable Development Goals relevant for the agricultural sector, and reduce rural poverty. As part of this drive, IPPA conducted a technical analysis of options needed to strengthen food and agriculture security, a legal and policy analysis of the agricultural sector of Kyrgyzstan from the perspective of gender sensitivity, and a study of the country's kidney bean production and its marketing value chain.

These efforts build upon the work IPPA is leading with other partners. In collaboration with the Leibniz Institute of Agricultural Development in Transition Economies (IAMO), IPPA produced a comprehensive study of the reforms in the Kyrgyz agricultural sector from 1991 to 2016 and is currently examining strategies on the revitalisation of livestock husbandry in Central Asia. IPPA has also partnered with Mexico's International Maize and Wheat Improvement Centre (CIMMYT) and the International Centre for Agricultural Research in the Dry Areas (ICARDA) to determine the levels and patterns of the adoption of wheat technologies in Kyrgyzstan and its impact on small-holder producers. In partnership with the International Food Policy Research Institute (IFPRI) and the Local Development Committee under the President of the Republic of Tajikistan, IPPA continues to support its online platform and mapping tools, Kyrgyzstan Spatial and Tajikistan Spatial, which provide a tested methodology to help policymakers and practitioners assess, anticipate, and respond to needs related to agriculture and food security in Kyrgyzstan and Tajikistan.

Promoting Tourism

Through its research and capacity-building, IPPA continues supporting the governments of Central Asia in their efforts to alleviate poverty through labour-intensive sectors. IPPA is currently examining whether the region's natural, historic, and cultural endowments can generate revenue and jobs. IPPA completed a comprehensive study of tourism in the Kyrgyzstan, which remains a marginal sector of Kyrgyz economy. Supported by a grant from the UK Department for International Development (DFID) to Parliament (Jogorku Kenesh), this policy-oriented research identified key obstacles impeding dynamic and sustainable development of the tourism sector in the country and proposed recommendations on how to mitigate these constraints. IPPA is working with the local government of Tekeli, Kazakhstan, to examine whether tourism can become an alternative option to the post-mining economic future of Tekeli. On October 7th, IPPA together with the Tekeli town administration held a conference to discuss community-based strategies for shaping the economic future of the town that used to be a natural resources extraction site during the Soviet Union.

Reducing Stunting

Kyrgyzstan was among the few countries that achieved significant reductions in the prevalence of child stunting over time. In partnership with the Centre for Global Child Health at the Hospital for Sick Children, Canada, IPPA is currently assessing the determinants of childhood stunting reduction in Kyrgyzstan to understand contributors and success factors to this reduction both nationally and globally.

Cultural Heritage and Humanities Unit

The Graduate School of Development's Cultural Heritage and Humanities Unit (CHHU) advances UCA's mission to help the different peoples of the region preserve and draw upon their rich cultural traditions and heritage as assets for the future. Rich and diverse cultural heritage is preserved through CHHU research, documenting, archiving, and supporting work of regional scholars through the UCA Cultural Heritage Book Series.

In 2017, students and staff in Khorog had a unique opportunity to learn about the rich musical and dance traditions of the Pamiri people. A local Samo ensemble performed at the Pamiri House-Community Centre in Khorog, and was headed by Mr Shanbe Mahmadvaminov. The event was organised by Dr Elmira Köchümkulova, Head of UCA's CHHU and Associate Professor. Dr Haydar Tavakkalov, Professor at Khorog State University and Dr Chorshanbe Goibnazarov, Research Fellow of CHHU, also shared their intimate knowledge and expertise about the significance of Pamiri music, musical instruments,

and their symbolic meanings in relation to their contexts and spaces. In May, Köchümkulova spoke on the "Challenges of Preserving and Revitalising Cultural Heritage in Modern Kyrgyzstan: The Case Study of Koshoks, Funeral Laments" at the inaugural Conference of Music Education Alliance Across the Silk Road in Beijing, China. Köchümkulova presented the Music of Central Asia textbook to the Central Conservatory of Music library. Goibnazarov also discussed Mubarak-i Wakhanī, a Sufi-Isma'ili Musician from Badakhshan, Tajikistan at this conference.

UCA students and staff visit the Pamiri House- Community Centre to learn about Pamiri music and dance traditions.



Aga Khan Humanities Project

The Aga Khan Humanities Project (AKHP) celebrated its 20th anniversary in 2017. It was founded in 1997 by the Aga Khan Trust for Culture and joined UCA in 2007. It fosters critical thinking and academic writing skills through an integrated humanities curriculum. AKHP develops and delivers resources, training and courses within a cross-disciplinary framework.



In 2017, AKHP courses were delivered at 87 partner educational institutions in Kyrgyzstan, Tajikistan, and Kazakhstan; 61 were held at universities, and 26 were delivered at colleges or lyceums. The courses engaged 16,700 learners who were taught by 130 lecturers, all of whom are graduates of AKHP's faculty development programme.

Debate Training

AKHP delivered training on the Cross-Debate Format (CDF) and organised debate tournaments for over 200 students. It hosted the second English language Central Asian Tournament on CDF in Dushanbe with 36 students from Kazakhstan, Tajikistan, Kyrgyzstan, Uzbekistan, Pakistan, and Afghanistan. This debate format was also introduced to 120 students at the Almaty Management University in Kazakhstan.

International Conferences

An International Conference on Tradition and Change in a Contemporary World, in cooperation with the International Council for Research in Values and Philosophy, based in Washington, D.C. was organised by AKHP at the Ismaili Centre in Dushanbe. The participants included Professor João J. Vila-Chã, President of the World Conference of Catholic University Institutions of Philosophy in Rome; Professor

Abdurahim Gavahi, President of World Religions Research Center in Tehran, Iran; scholars from Tajik and Kyrgyz Academies of Science, as well as Canadian and US institutions.

In December, an International Conference was organised in Dushanbe to mark the 20th Anniversary of AKHP. Dr Rafique Keshavjee, AKHP's first director, was the guest speaker at this event attended by over 50 participants from Central Asia and the United States.

AKHP Public Lecture Series

Established in 2012, the AKHP Public Lecture Series foster interdisciplinary discourse between the humanities and natural sciences disciplines. In 2017, 21 public lectures were held across Tajikistan, Kyrgyzstan and Kazakhstan which drew an audience of over 850 people.

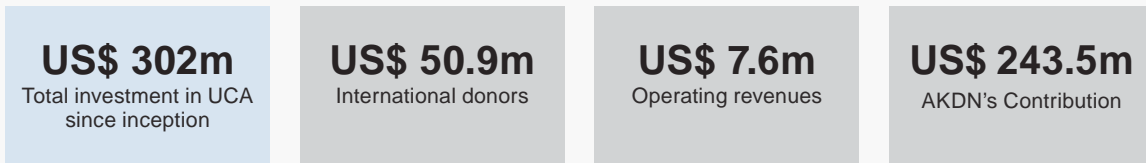
Emil Shukurov (right), Ornithologist, and Honoured Scientist of Kyrgyzstan delivered a lecture on "Nomadic Traditions and Environmental Conservation" in February. It was organised by AKHP in partnership with the Kyrgyz National University.



AKHP held its second Central Asian Debate Tournament in October in Dushanbe. Two UCA teams competed with participants from Kyrgyzstan, Tajikistan, Kazakhstan, Afghanistan, Uzbekistan and Pakistan.

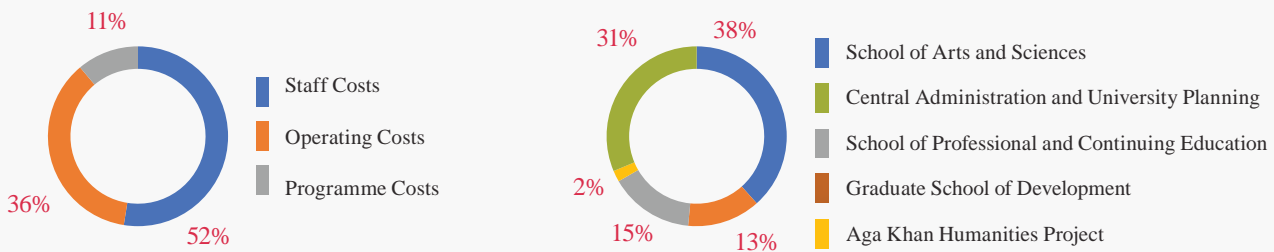
Financial Overview: 2017

UCA's operations and construction activities generated considerable benefits for local communities. Over a two-year period, UCA completed the construction of its second residential campus in Khorog, which employed over 800 local workers (90% Tajik nationals). From 32 work packages costing US\$47.5 million, 18 were awarded to local contractors. UCA also built a welfare facility for workers, serving over 600 meals daily.



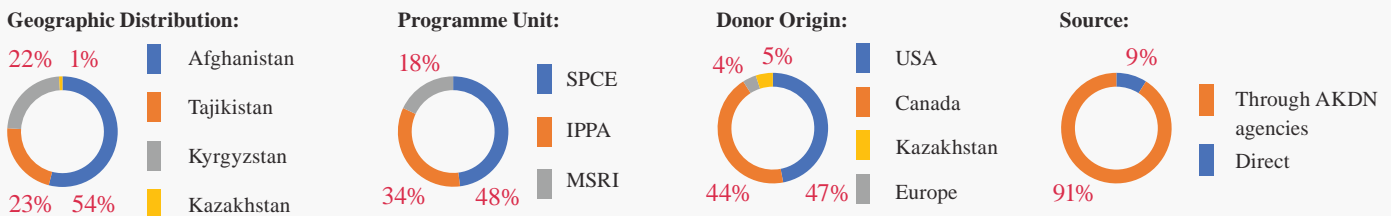
OPERATING EXPENSES IN 2017

US\$ 16.6m Total Operating Expenses

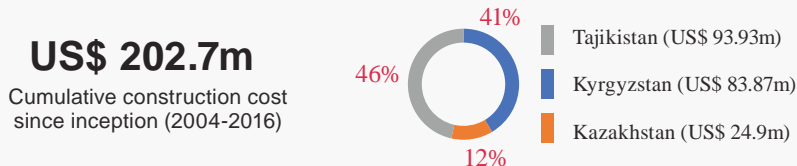


DISTRIBUTION OF GRANTS RECEIVED IN 2017

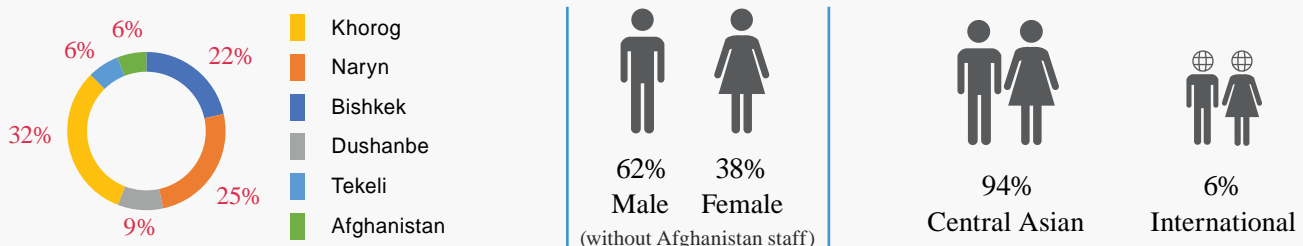
US\$ 2.95m Total grants received



CONSTRUCTION AND FACILITIES DEVELOPMENT:



HUMAN RESOURCE PROFILE: 2017



TOTAL NUMBER OF FACULTY AND STAFF: 571



EY Ford Rhodes
Chartered Accountants
Progressive Plaza, Beaumont Road
P.O. Box 15541, Karachi 75530
Pakistan

UAN: +9221 111 11 39 37 (EYFR)
Tel: +9221 3565 0007-11
Fax: +9221 3568 1965
ey.khi@pk.ey.com
ey.com/pk

INDEPENDENT AUDITOR'S REPORT

To The Board of Trustees of the University of Central Asia

Opinion

We have audited the financial statements of the University of Central Asia ("the University"), which comprise of the balance sheet as at 31 December 2017, and the statement of income and expenses, statement of comprehensive income, and statement of cash flow for the year then ended, and notes to the financial statements including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the University as at 31 December 2017, and of its financial performance and its cash flows for the year then ended in accordance with International Financial Reporting Standards (IFRSs).

Basis for Opinion

We conducted our audit in accordance with International Standards on Auditing (ISAs). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the University as required by ISAs and have fulfilled our other responsibilities under its ethical requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with IFRS, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Company or to cease operations, or has no realistic alternative but to do so.

The Board of Trustees are responsible for overseeing the Company's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.



EY Ford Rhodes
Chartered Accountants
Progressive Plaza, Beaumont Road
P.O. Box 15541, Karachi 75530
Pakistan

UAN: +9221 111 11 39 37 (EYFR)
Tel: +9221 3565 0007-11
Fax: +9221 3568 1965
ey.khi@pk.ey.com
ey.com/pk

As part of an audit in accordance with ISAs, we exercise professional judgment and maintain professional skepticism throughout the planning and performance of the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control;
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control;
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management;
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Company's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Company to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation; and

We communicate with Board of Trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

We also provide Board of Trustees with a statement that we have complied with relevant ethical requirements regarding independence, and to communicate with them all relationships and other matters that may reasonably be thought to bear on our independence, and where applicable, related safeguards.

Chartered Accountants 

Audit Engagement Partner: Omer Chughtai

Date: _____

Karachi

Institutional Partners

The following institutional partners have contributed to UCA's programmes, and their support is gratefully acknowledged.

- Aga Khan Education Services
- Aga Khan Foundation
- Aga Khan University, Pakistan
- Almaty Management University, Kazakhstan
- Almaty Oblast Administration, Kazakhstan
- Awali Group, Canada
- Badakhshan University, Afghanistan
- Bamyan University, Afghanistan
- Cambridge Assessment English
- Canadian Bureau for International Education Canadian Embassy, Kazakhstan
- Central Asian Institute for Applied Geosciences, Kyrgyzstan
- Certified International Professional Accountant Examination Network
- Coca-Cola Foundation
- College of the Rockies, Canada
- Conflict Stability and Security Fund (CSSF), UK
- Department of Education of the Almaty Oblast, Kazakhstan
- Department of Tourism of the Almaty Oblast, Kazakhstan
- Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)
- Deutscher Akademischer Austausch Dienst (DAAD)
- Embassy of the United States in Tajikistan
- Embassy of the Netherlands in Afghanistan
- European Commission (TEMPUS)
- European Computer Driving License Foundation
- European Union of Kyrgyzstan
- GFZ German Research Centre for Geoscience
- Global Affairs Canada
- Global Snow Leopard & Ecosystem Protection program (GSLEP)
- I. Arabaev Kyrgyz State University
- The International Centre for Research in Agroforestry (ICRAF) – World Agroforestry Centre
- Institute of Humanities in Khorog, Tajikistan
- International Centre for Integrated Mountain Development (ICIMOD)
- International Development Research Centre (IDRC), Canada
- International Maize and Wheat Improvement Center
- International Mountain Society (IMS)
- International Security and Development Center (ISDC), Berlin, Germany
- Jalal Abad State University, Kyrgyzstan
- Khorog State University, Tajikistan
- Khujand State University, Tajikistan
- Kyrgyz Investment and Credit Bank
- Kyrgyz National University
- Kyrgyz Russian Slavonic University
- Leibniz Institute of Agricultural Development in Transition Economies (IAMO), Halle, Germany
- London School of Economics and Political Science (LSE), UK
- Ministry of Economy of Kyrgyzstan
- Ministry of Education of Kazakhstan
- Ministry of Education of Kyrgyzstan
- Ministry of Education of Tajikistan
- Ministry of Finance of Afghanistan
- Mountain Partnership of the United Nations Food and Agriculture Organization, Rome, Italy
- Mountain Societies Development and Support Programme (MSDSP)
- Naryn Oblast Administration, Kyrgyzstan
- Naryn Oblast Education Department, Kyrgyzstan
- Naryn State University, Kyrgyzstan
- Naryn Town Education Department, Kyrgyzstan
- National Academy of Science of Kyrgyzstan
- National Research University's Higher School of Economics, Moscow, Russia
- Osh State University, Kyrgyzstan
- Overseas Private Investment Corporation (OPIC)
- Palladium, London, England
- Pamir Energy Company, Tajikistan
- Public Association for Innovative Practices (PAIP)
- Russian Academy of Geography
- Seneca College, Canada
- Snow Leopard Trust
- State Agency for Environmental Protection and Forestry, Kyrgyzstan
- Stockholm School of Economics, Riga, Latvia
- Swiss Agency for Development and Cooperation
- Tajik Academic of Sciences
- Tajik National State University
- Tajik State University of Business and Politics in Khujand
- Teacher Training College Ishkashim, Afghanistan
- Teacher Training College Nusay, Afghanistan
- Teacher Training College Shughnan, Afghanistan
- The World Bank
- United Nations Agency for International Development (USAID)
- United Nations Food and Agriculture Organization (FAO)
- United States Institute of Peace (USIP)
- United States Peace Corps
- University of Bern, Switzerland
- University of British Columbia, Canada
- University of Cambridge, UK
- University of Technology Sydney, Australia
- University of Toronto, Canada
- University of Victoria, Canada

University of Central Asia

Central Administration Office

138 Toktogul Street, Bishkek, 720001,
Kyrgyz Republic
Tel.: +996 (0) 312 910 822
Fax: +996 (0) 312 910 835
info@ucentralasia.org

UCA Naryn Campus

310 Lenin Street, Naryn, 722918,
Kyrgyz Republic
Tel: + 996 (3522) 57 820

UCA Khorog Campus

50/1 Qimatsho Imatshoev Street, Khorog, GBAO, 736000,
Republic of Tajikistan
Tel: +992 4464 08 220

Aga Khan Humanities Project, Dushanbe

47A Druzhba Narodov Avenue, Dushanbe, 734013,
Republic of Tajikistan
Tel: +992 (37) 224 58 23
+992 (37) 221 26 85
akhp.dushanbe@ucentralasia.org

School of Professional and Continuing Education (SPCE)

SPCE Learning Centre Bishkek

138 Toktogul Street, Bishkek, 720001,
Kyrgyz Republic
Tel.: +996 (0) 312 910 822
Fax: +996 (0) 312 910 835
spce.bishkek@ucentralasia.org

SPCE Learning Centre Naryn

19 Seitaaly Jakypov Street, Naryn, 722900,
Kyrgyz Republic
Tel: +996 (3522) 51 204
Fax: +996 (3522) 51 228
spce.naryn@ucentralasia.org

SPCE Learning Centre Khorog

126 Lenin Street, Khorog, GBAO, 736000,
Republic of Tajikistan
Tel.: +992 (3522) 22 277
Fax: +992 (3522) 22 778
spce.khorog@ucentralasia.org

SPCE Learning Centre Dushanbe

47A Druzhba Narodov Avenue, Dushanbe, 734013,
Republic of Tajikistan
Tel: +992 (37) 224 58 23+992 (37) 221 26 85
spce.dushanbe@ucentralasia.org

SPCE Satellite Learning Centre Dushanbe

Lane 3, 7/6 Negmat Karabaev Street, Dushanbe,
Republic of Tajikistan
Tel: +992 (48) 701 5218, +992 (48) 701 5219
spce.dushanbe@ucentralasia.org

SPCE Learning Centre Tekeli

13 Gagarin Street, Tekeli, 041700,
Republic of Kazakhstan
Tel: +7 (72835) 44 177 / +7 (72835) 43 444
Fax: +7 (72835) 43 849
spce.tekeli@ucentralasia.org

SPCE Satellite Learning Centre, Darwaz

Teacher Training College
Nusai, Darwaz, Afghanistan
Tel.: +(93) 77 742 95 94, +992 (93) 500 07 58
spce.darwaz@ucentralasia.org

SPCE Satellite Learning Centre, Ishkashim

Teacher Training College
Kozideh, Ishkashim, Afghanistan
Tel: +(93) 79 649 15 68, +992 (93) 133 60 10
spce.ishkashim@ucentralasia.org

SPCE-Badakhshan University Continuing Education Unit, Faizabad

District 6, Dashti Qurogh, Faizabad
Badakhshan University, Badakhshan
25000, Afghanistan
Tel: +(93) 79 988 35 73
spce.faizabad@ucentralasia.org

SPCE Satellite Learning Centre, Shugnan

Teacher Training College
Shugnan, Afghanistan
Tel.: +(93) 72 884 22 00, +992 (93) 133 60 10
spce.shugnan@ucentralasia.org



 facebook.com/ucentralasia

 twitter.com/ucentralasia

 vk.com/ucentralasia

 instagram.com/ucentralasia

 youtube.com/ucentralasia