

Increase of Research and Management capacity

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Increase of Research and Management capacity

Structure

1. Introduction
2. Particular features of CA CIS-countries
3. Own experience (examples)
4. Importance of education and capacity building
5. Sustainability of research capacity
6. Recommendations



Introduction and Background

Ute Fischer-Zujkov

- 5 years work experience as DAAD – professor at the Kyrgyz university of agriculture
- 3 years research cooperation project LMU Munich and Institut of Geography, Almaty, Kazakhstan

Gisela Zimmermann

- 4 years head of DAAD IC in Kyrgyzstan



Particular Features of CA CIS-countries

Countries in transition

- CA CIS-countries - OSCE - list of developing countries
- during the Soviet period - comparatively high social and educational standards
- since the collapse of the Soviet Union - deterioration of the standards



Particular Features of CA CIS-countries

Academic environment and research area

- chronic underfunding
- university and/or research positions being paid below the minimum subsistence level
- enormous brain drain
- out-dated knowledge



Particular Features of CA CIS-countries

Education system

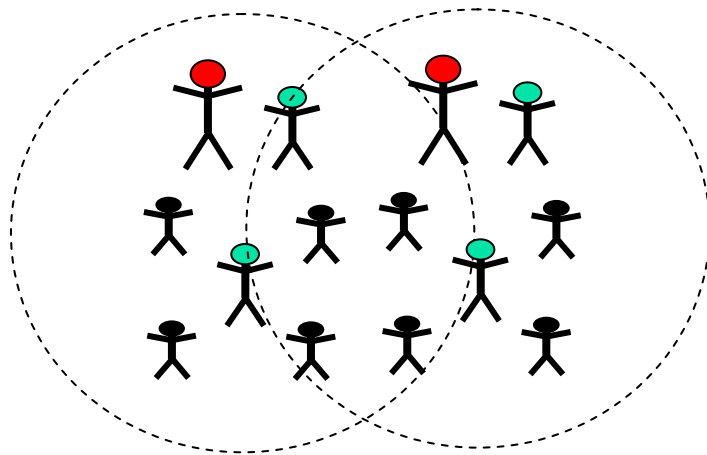
- collapse of education system
- chronically underfunded schools
- low value of knowledge in the society
- “generation gap” – no young scientists

Particular Features of CA CIS-countries

Cultural differences

Western society

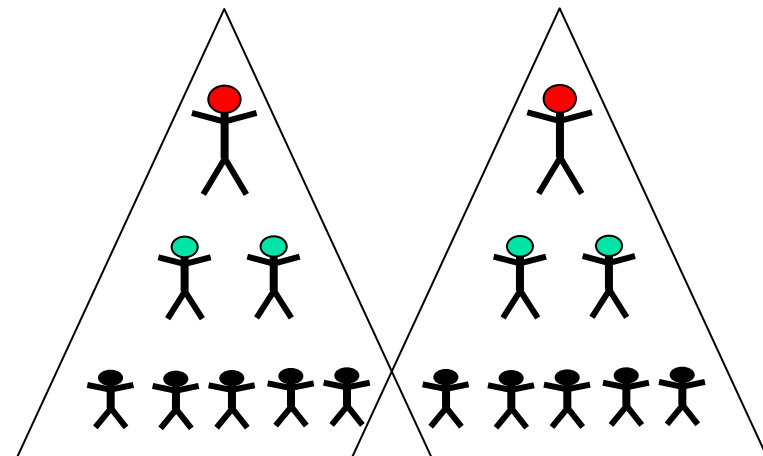
individualistic



democratic structures

CA (Kyrgyz) society

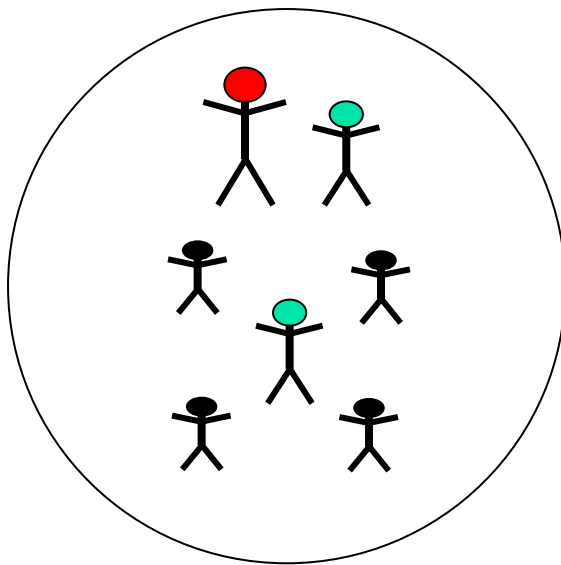
communitarian



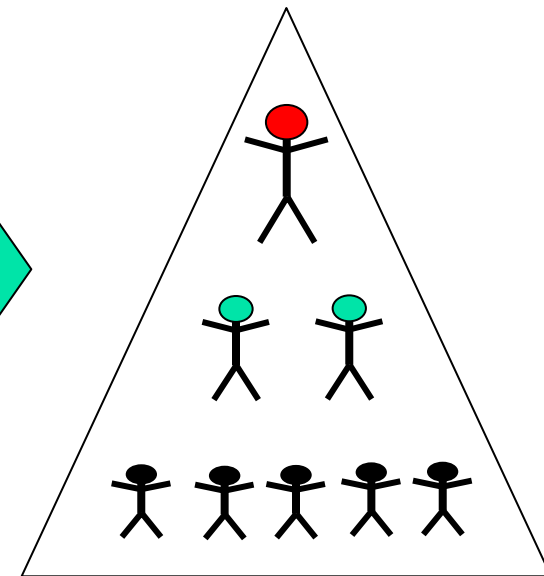
hierarchical clan structures

Own experience in cooperation projects

Western research group



CA research group

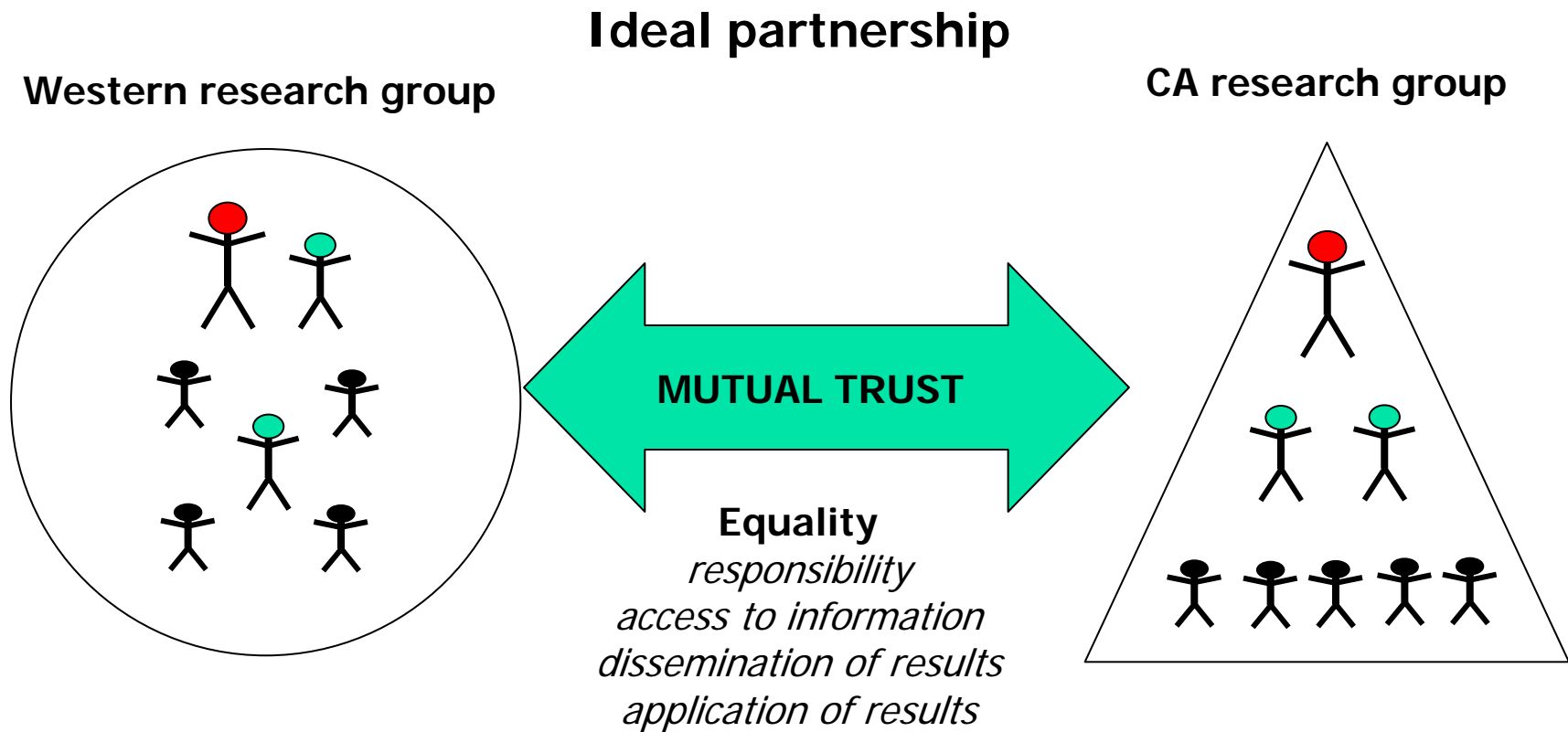


Mediator



1. independence
2. competence
 - *cultural*
 - *linguistic*
 - *professional*

Own experience in cooperation projects

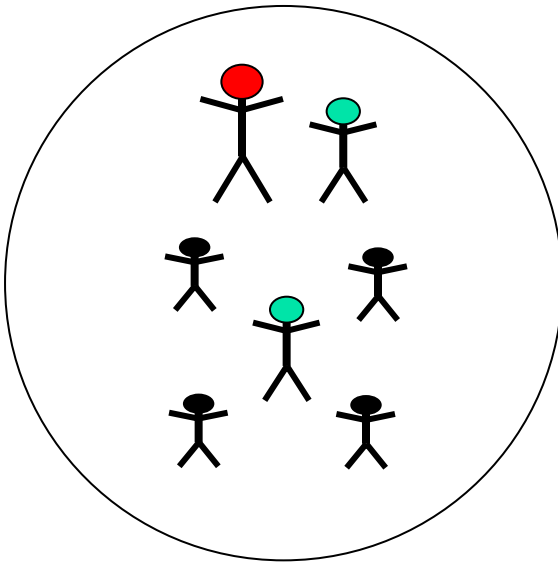


Own experience in cooperation projects

Mutual perceptions and expectations –

Motivations for doing the research project

Western research group



- „undiscovered planets“
scientific career for specific sciences
(earthsciences, environmental sciences, ethnology)
- development aid (but rarely altruistic)
- long-term personal relationship
- request of the potential partner
- procurement of third-party funding
- science tourism
- recruitment of students

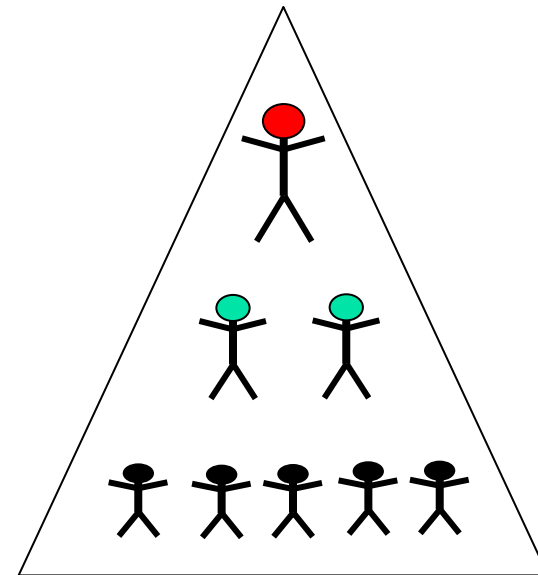
- recruitment of „high potentials“ – brain drain

Own experience in cooperation projects

Mutual perceptions and expectations – Motivations for doing the research project

- **finances**
- equipment, computers
- possibility to visit a western country
- long-term personal relationship
- at institutional level:
sheer quantity of partnerships
conveys status

CA research group

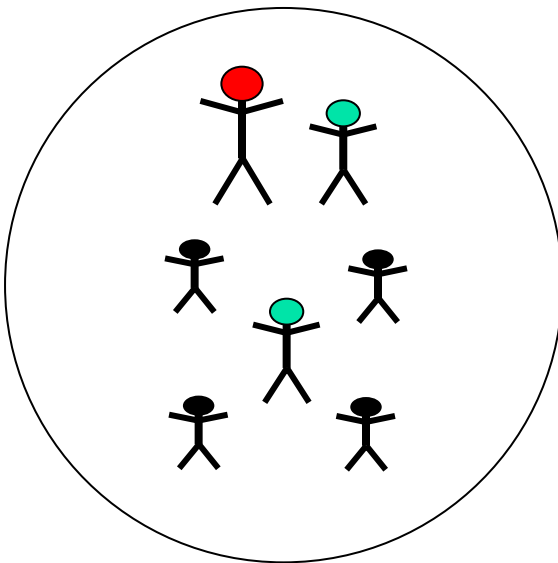


Own experiences in cooperation projects

Mutual perceptions and expectations –

Approaches

Western research group



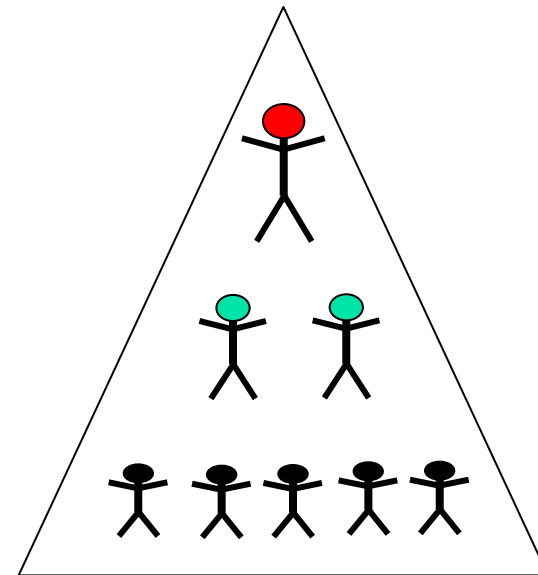
- the western approach / method is *a priori* „the right one“
- tendency to overestimate one's own capabilities
- excellent self-marketing / presentation skills

Own experiences in cooperation projects

Mutual perceptions and expectations – Approaches

- „my foreigner“
- modest, self-effacing approach embedded in culture
- poor self-marketing / presentation skills

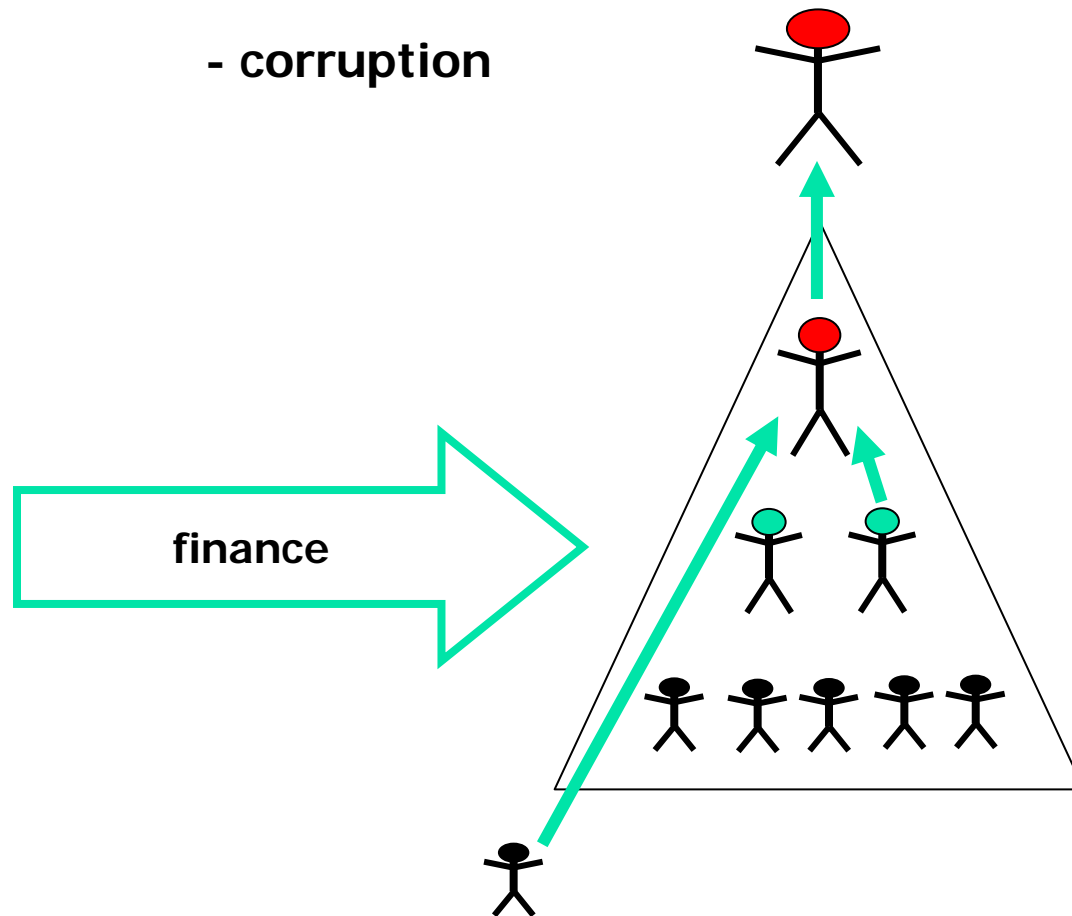
CA research group



Own experiences in cooperation projects

Problems / Conflicts

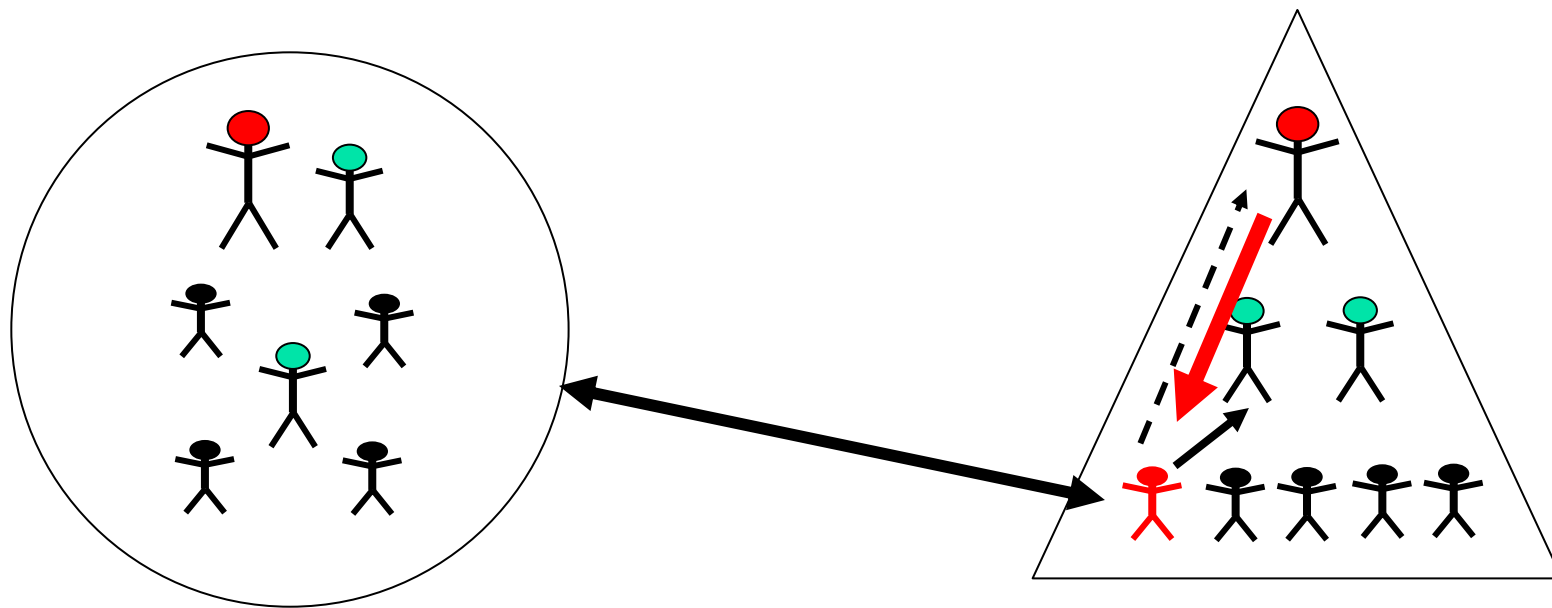
- corruption



Own experiences in cooperation projects

Problems / Conflicts

- students with language skills as „mediators“





Own experiences in cooperation projects

Responsibilities

Western research group

- determination of goals
- determination of methods
- financial management

CA research group

- logistics
- local knowlege
- services as „guide“ or translator
- access to local people (ethnology)



Importance of education and capacity building

Research partnership (Swiss guidelines)

“Projects in which groups of scientists from two or more partner-countries carry out **long-term, trans-disciplinary collaborative research** on problems that are **important to all the partners**.

As far as possible, teams should be chosen on a basis of **equal representation**, and all those involved should have **opportunities for continuing education and training**.”



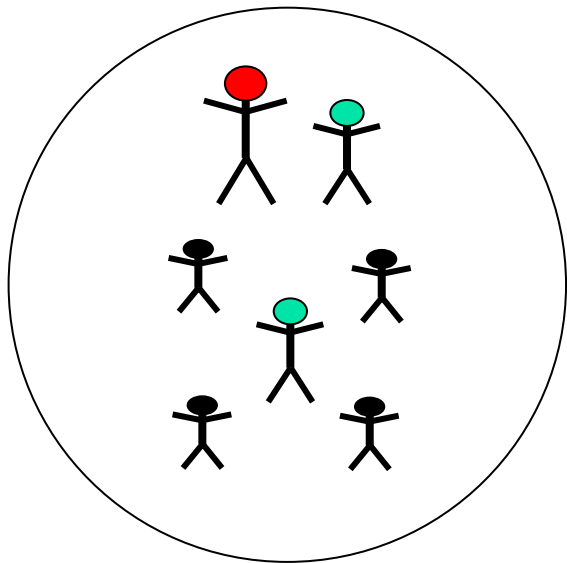
Sustainability of research capacity

Assessment of Project Success (Swiss guidelines)

If a project is successful there should be at least three valuable outcomes:

- **new knowledge,**
- **a contribution to sustainable development,**
- **and new or more highly developed research capacities.**

Recommendations



Long-term process of
„TRUST-BUILDING“
by

*Learning: language, culture,
methods*

*for both partners
at all management levels*

+

*set up of
professional opportunities*

