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Abstract

Elevating the status of women was among the primary Soviet objectives in Central Asia. One way of achieving this was to create a new profession?school teaching?that would become an important career for them. Newly minted women professionals were scientifically trained in pedagogical institutes, then placed in the growing number of secondary schools. As teachers they received a high measure of community esteem and relatively good salaries. Since independence, however, teaching and teachers have lost status in all Central Asian republics, while the former pedagogical institutes have been repurposed as state universities. Drawing primarily on participant observation and open-ended interviews, this ethnographic research investigated reemergent gender inequalities in the Republic of Tajikistan as experienced, perceived, and understood by university faculty, students, administrators, and staff. The fieldwork and interviews were primarily completed in the city of Khujand in February and March 2011.(HRK / Abstract übernommen)