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**THE ROLE OF EDUCATION IN SUPPORTING SOCIAL
INCLUSION AND RESILIENCE AGAINST
RADICALISATION AMONG YOUTH IN THE
EUROPEAN UNION AND IN CENTRAL ASIA**

Review Report



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1 Introduction

1.1 Context and Objectives of the Study

In 2007, the European Union launched the *EU Central Asian Strategy for New Partnership* in order to support various cooperation priorities, such as education. One of the agreed political and thematic dialogue was the *Central Asia Education Platform (CAEP)* focusing on the two main components of education systems: (i) vocational education and training (VET); (ii) higher education (HE).

The CAEP is consisted of two phases: **(i) the first phase**, launched in 2012, aimed at education and training sector modernization, strengthen cooperation between European Union (EU) and Central Asia (CA), improvement of inter-regional cooperation between Central Asia countries, as well as improvement of donors' activities in the education sector; **(ii) the second phase (CAEP 2)**, launched in 2015, will continue enhancing cooperation between stakeholders from EU and CA countries, as well as between CA countries. The main goal of CAEP 2 is to strengthen education reforms in CA countries. The second phase will be running until March 2018.

At the Second Ministerial Meeting of Ministers for Education from the European Union and Central Asia held in 2017 in Astana, the role of education in preventing and countering violent extremism among youth was identified as a priority for EU cooperation in the field of education and training in Central Asia. This priority is in line with the UN' Sustainable Development Goals, in particular with the SDG 4 which is to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"¹.

This report aims at providing a review of selected good or even best practice for successful models of quality and inclusive education at HE and VET level and the contribution of quality education to tackle radicalisation processes among youth and other groups within the societies of EU and CA countries.

The structure of this report is as follows:

Following this introductory section, the next sub-chapters provide an overview and definitions of basic concepts related to the Report topic.

The second chapter provides review on social inclusion policies and frameworks in the EU. This chapter also briefly describes the role of international organization in the field of social inclusion in education and preventing radicalisation and extremism.

The third chapter comprise selected case studies or best practices in respected field from the EU and Central Asia. Selected best practices covers higher education, VET and non-formal education systems in various countries across those two regions.

Finally, the fourth chapter represents a synthesis of processed information and provide list of challenges in the field of social inclusion in education and recommendations for various levels playing an important role in promoting social inclusion and tackling radicalisation.

¹ <https://sustainabledevelopment.un.org/sdg4>

1.2 Definition of Basic Concepts

In 2016, the set of 17 UN' Sustainable Development Goals came into effect as a response to their successful predecessors – Millennium Development Goals. The SDGs “are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity”². In comparison to the MDGs, the SDGs cover few new areas, such as climate changes, peace and justice, economic growth and innovation, and represent an extended version of the original ones, as well. In the field of education, the MDGs were focused on *universal primary education* (goal number 2), while the “*SDG 4: Quality Education*” is focused on *equal quality* and affordable education providing learners with *market-relevant skills and knowledge* at all educational levels for all, regardless their health or social status³. These goals are in line with the education and training priorities of the European Union as expressed in the **Framework for European cooperation in education and training (ET 2020), New priorities for European cooperation in education and training** and the European Commission's Political Guidelines: **A new Start for Europe: My Agenda for Jobs, Growth, Fairness and Democratic Change**⁴ which are also emphasizing quality education at all levels, social inclusion and relevant skills for the economy and society of the 21st century.

The tragic outbursts of terrorist attacks and increasing manifestations of violent extremisms in Europe since 2015 led the European Union to range the prevention of violent radicalization among its priorities⁵, and to seek for effective linkages of its major education and training strategies with this specific goal.

To ensure fulfilment of such a complex policy agenda it is necessary for relevant national stakeholders to understand and adopt following (partly) interconnected concepts: 1) quality education; 2) social inclusion in education; 3) transition into the labour market; and 4) prevention of violent extremism (through education).

1.2.1 Quality education

Even though the available sources are usually referring to the quality of education in connection with the primary one, the concept has a general background that can be applied to all educational levels. Every person should have the right to education including the right to access education as well as the right to quality education. According to VVOB “A good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. Quality education is a crucial factor in combating poverty and inequality in society.”⁶

Quality education is a complex term usually connected with efficiency, effectiveness, and equity. It is also a multi-dimensional concept which comprises: **a) equity** – gender, ethnicity, health condition, family, religion and social background should not be obstacles to entering any education level; **b) contextualization and relevance** – quality education is not a concept applicable generally, regardless of national, regional and/or local specifics, conditions and needs; **c) sustainability** – any change in an educational system requires time to be realized therefore it is crucial to ensure their institutionalization by enhancing the capacities of education authorities; **d) content** – quality education reflect the current situation and needs of the market and provide learners with relevant, up-to-date curricula, materials and teaching methods; **e) learning outcomes** – after a completion of a certain level of education learners must have developed a minimum standard of skills and knowledge; **f) environment** – quality education should be provided in a healthy, safe and protective

² <http://www.undp.org/content/undp/en/home/sustainable-development-goals.html>

³ <https://sustainabledevelopment.un.org/sdg4>

⁴ See: Official Journal of the European Union (2015/C 417/04). Joint Report of the Council and the Commission on the implementation of the strategic framework for European cooperation in education and training (ET 2020)

⁵ Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education, Paris, 17 March 2015.

⁶ <https://www.vvob.be/en/education/our-vision-on-quality-education>

environment; **g) quality teachers** – well educated and trained teachers are the cornerstone of quality education and ensuring and providing them with relevant and necessary personal development opportunities should be at the centre of interest of each country⁷.

Quality education “aims at the full participation by all learners, teaches attitudes and behaviours of tolerance”⁸ which in addition to all above-mentioned means that quality education should also be inclusive.

1.2.2 Social inclusion in education

According to UNESCO (2017b), inclusion is “a process that helps to overcome barriers limiting the presence, participation, and achievement of learners”⁹. The social inclusion helps to overcome the obstacles in the field of social rights of all members of society.

In that manner, social inclusion in education or inclusive education represents actions of “strengthening the capacity of the education system to reach out to all learners”¹⁰. It has to be noted, that the current meaning of inclusive education is concerning truly everyone, not only learners with disabilities as it was in the past. Social inclusion is a multi-dimensional concept which affects various aspects of life, such as economic, political and cultural. Therefore, it is crucial to ensure accessible education for all in order to provide them with the knowledge, skills, and attitudes that will help to embrace principles of social inclusion in all these domains. It enables all learners not only to gain a quality education but to integrate them “in the web of social relations in a community”¹¹ as well.

The necessity of supporting social inclusion became even more important after the terrorists’ attack in European metropolises. Based on these events, the Education Ministers from across the EU met in Paris in 2015 and signed the *Paris Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education*. The main topic of discussion in Paris was “how education and training can best meet the challenges of social inclusion, radicalization and citizenship”¹² in order to prevent other terrorist attacks.

The Paris Declaration defines the following overarching priorities for cooperation at EU and national levels: i) “Ensuring young people acquire **social, civic and intercultural competences** by promoting democratic values and fundamental rights, social inclusion and non-discrimination, as well as active citizenship; ii) Enhancing **critical thinking and media literacy**, particularly in the use of the Internet and social media, so as to develop resistance to discrimination and indoctrination; (iii) Fostering the education of **disadvantaged children and young people**, by ensuring that our education and training systems address their needs; (iv) Promoting **intercultural dialogue** through all forms of learning in cooperation with other relevant policies and stakeholders”¹³.

The inclusive education concept reflects the ongoing global situation in that field – even though the significant progress in expanding accessible education for all has been achieved over the past decade there are still serious problems in the delivery of education services present. As the most recent

⁷ <https://www.vvob.be/en/education/our-vision-on-quality-education>

UNICEF. 2000. Defining Quality in Education. Available online: <https://www.unicef.org/education/files/QualityEducation.PDF>

⁸ <http://www.ibe.unesco.org/International/ICE47/English/Organisation/Workshops/Workshop2CompENG.pdf>

⁹ UNESCO. 2017b. A guide for ensuring inclusion and equity in education. Available online:

<http://unesdoc.unesco.org/images/0024/002482/248254e.pdf>

¹⁰ UNESCO. 2017b. A guide for ensuring inclusion and equity in education. Available online:

<http://unesdoc.unesco.org/images/0024/002482/248254e.pdf>

¹¹ Council of Europe. 2015. Guidelines for teachers for Social Inclusion of Roma, Ashkali and Egyptians in schools. Available online:

<https://www.coe.int/documents/3843514/13597853/Guidelines-for-teachers-En.pdf/23d76fe4-66d2-4aae-8437-cfcec6bd64d5b>

¹² http://ec.europa.eu/education/news/20150316-paris-education_en

¹³ http://ec.europa.eu/assets/eac/education/news/2016/docs/inclusion-fundamental-values-leaflet_en.pdf

figures show, there are 264 million children and youth not going to school and, based on available projections, almost 25 million of them will never attend any kind of education¹⁴.

1.2.3 Transition into the labour markets

The current global situation creates a significant feeling of social and economic uncertainty among learners, as well as among national decision-makers. Quality education supporting social inclusion of learners can be a powerful tool for a smooth transition into the labour market, however, if this process has to face a variety of barriers, making impossible for school leavers to find a decent job, it could lead to social exclusion¹⁵. According to ILO (2014): "Failure to obtain a decent job after completing education can have a serious and lasting impact on a (...) professional capacities and skills, as well as on (...) income"¹⁶. The positive start in the labour market, on the other hand, can have a positive impact on professional and personal success in the future.

The assimilation of learners into the world of work is therefore seen as one of the most relevant tasks of education systems. The transition is a complex term covering mainly following areas: (i) preparing learners for the world of work; (ii) supporting learners through the actual transition process; (iii) developing strategies increasing labour market outcomes in initial employment opportunities¹⁷. Many governments believe that the TVET has a significant impact on the employability of learners since it provides learners with necessary and up-to-date skills directly on the workplace¹⁸. In general, TVET provides learners with relevant job skills consisted of both theoretical knowledge and practical experience. According to UNESCO, TVET "equips people not only with vocational skills but with a broad range of knowledge, skills, and attitudes that are now recognized as indispensable for meaningful participation in work and life"¹⁹.

A key aspect of TVET is a work-based learning (WBL) which provides learners with both professional and soft skills. The most significant advantage of WBL is that learners become a part of an organization and its culture, and they have to communicate effectively with their co-workers as well as customers²⁰. According to ILO (2018), the WBL provides learners with exposure to real work exposure to real work environments and, when delivered effectively, allows for strong pedagogical links between the development of knowledge and of practical skills. Exposure to authentic work contexts also contributes to the exploration and development of occupational identity, which cannot be achieved through programmes that are delivered only in education and training institutions"²¹.

The available empirical data show the positive impact of WBL in the transition to labour market process. Learners participated in the WBL usually have higher wages after they enter the work life, have spent a shorter period as unemployed before finding a first job or have had longer tenure in

¹⁴ UNESCO. 2017c. Accountability in education: Meeting our Commitment. Available online: <http://unesdoc.unesco.org/images/0025/002593/259338e.pdf>

¹⁵ UNESCO. 2000. The transition of youth from school to work: Issues and policies. Available online: <http://unesdoc.unesco.org/images/0012/001206/120642e.pdf>

¹⁶ ILO. 2014. Labour market transitions of young women and men in the United Republic of Tanzania. Available online: http://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/documents/publication/wcms_329976.pdf

¹⁷ National Institute for Educational Policy Research. 2007. From School to Work: Contemporary TVET Regional Experiences. Available online: https://unevoc.unesco.org/fileadmin/user_upload/pubs/NIERFinalReport.pdf

¹⁸ UNESCO. 2000. The transition of youth from school to work: Issues and policies. Available online: <http://unesdoc.unesco.org/images/0012/001206/120642e.pdf>

¹⁹ <http://www.unesco.org/new/en/newdelhi/areas-of-action/education/technical-vocational-education-and-training-tvet/>

²⁰ Danish Technological Institute, 2014. Preparation of the European Business Forum on Vocational Training. Survey of VET-business cooperation on skills, entrepreneurship and apprenticeships. Available online: http://ec.europa.eu/dgs/education_culture/repository/education/library/study/2014/business-forum_en.pdf

²¹ ILO. 2018. Does work-based learning facilitate transitions to decent work? Available online: http://www.skillsforemployment.org/KSP/en/Details/?dn=EDMSP1_221424

their first jobs compared to learners without an experience with the WBL or those who only attended school-based vocational education²².

1.2.4 Prevention of violent extremism through education

As expressed at the informal meeting of European Ministers of Education in Paris in March 2015, education can be expected to help promote citizenship and fundamental European values such as tolerance, non-discrimination, freedom (of expression and other), inter-cultural understanding and cooperation.

The behavioural skills to implement these values are indeed more and more widely acknowledged as being strategic for addressing the productive, ecological and social challenges of the 21st century. At the same time, they can potentially make a contribution to the prevention of violent extremism (of diverse ideological justification).

A few conceptual clarifications can help to better grasp in which respects education can help address the latter:

- First of all, not everybody who defends systematically and vigorously his/her opinions is an extremist. According to Desmond Tutu's definition, being extremist is "when you do not allow for a different point of view, when you hold your views as being quite exclusive; when you don't allow for the possibility of difference".
- Fortunately, not all extremists or extremist movements prone and use violence. Violent extremist movements or groups are those who support and use violence to achieve ideological, religious or political goals. Usually, enemies are identified who are the subject of the hatred and violence.
- Resilience is strategic for the prevention of violent extremism. Resilience is the capacity of resistance to messages portraying the world in black and white truths and/or to use violence.

Beyond the European Union, the United Nations²³, and its organisations, in particular, UNESCO²⁴, OECD²⁵, and other organisations, in particular, non-governmental organisations (Hedayah is a prominent example²⁶) and many of their member states have also clearly emphasized the crucial role of education in preventing violent extremism, in two respects: (i) in helping to avoid that people become supporters or actors of violent extremisms, in particular by developing resilience; and (ii) in controlling its outbreak, by early risk detection and intervention in schools and other educational settings (training and community centres, etc.).

²² ILO. 2018. Does work-based learning facilitate transitions to decent work? Available online: http://www.skillsforemployment.org/KSP/en/Details/?dn=EDMSP1_221424

²³ United Nations (2015). Plan of Action to Prevent Violent Extremism

²⁴ UNESCO. 2017a. Preventing violent extremism through education. A guide for policy-makers

²⁵ OECD (2011). Reducing the involvement of youth in armed violence

²⁶ See e.g.: The Role of Education in Countering Violent Extremism

<http://www.hedayah.ae/pdf/role-of-education-in-countering-violent-extremism-meeting-report.pdf>

2 Background of Social Inclusion Policies – with Particular Reference to HE and VET

2.1 Policies and Frameworks in the EU

When the EU **Lisbon Treaty** entered into force (in 2007), the **Charter of Fundamental Rights of the European Union** became legally binding. Furthermore, the treaty provides for EU accession to the **European Convention on Human Rights (ECHR)**. In this context, increased knowledge of common principles developed by the Court of Justice of the European Union and the ECHR has become essential for the proper national implementation of the standards on non-discrimination. The **European legal framework on non-discrimination**, as **constituted in particular by the EU non-discrimination directives**, and Article 14 of and Protocol 12 to the ECHR, prohibits discrimination across a range of contexts and grounds, such as sex, race, colour of skin, ethnic or social origin, religion, political opinion, property, disability, age or sexual orientation²⁷. Under the ECHR, protection is guaranteed to all people within the jurisdiction of a Member State, regardless they are or are not citizens of a country. Under the EU secondary law, the protection is limited – citizens of the state that are not an EU's member are not protected against unfavourable treatment based on their nationality²⁸.

The EU is well aware of the crucial role of education in the socio-economic development. Its efforts in the field of education and training is to make the systems worldwide as compatible as possible and to help countries to benefit from the well-educated and skilled workforce. The quality workforce will contribute to meeting the objectives of the **Europe 2020 Strategy** for smart, inclusive and sustainable growth and jobs creation.

In the field of **higher education**, the most significant driver of inclusive education is the **Bologna Process**, launched in 1999 when 29 education ministers from European countries signed the Bologna Declaration. It represents a collective effort of various stakeholders from the public, private and non-profit sector to create a common European Higher Education Area (EHEA) in order to harmonize and modernize education and training systems of member countries. In general, the Bologna Process increases compatibility between education systems around the world and simplifies students and job seekers mobility across Europe. It also supports the modernisation of education and training systems so they would be able to meet the needs of changing labour market²⁹.

Another important step towards higher education sector's development in the field of inclusive education was the adoption and implementation of the recent **Communication on a renewed EU agenda for higher education** with **A renewed EU agenda for higher education** (this document complements and underpins the Communication) itself in May 2017. Through different strands of the Erasmus+ and Horizon 2020, the Commission will be focusing on various priorities regarding mainly promotion of cooperation schemes between education and other sectors³⁰.

²⁷ <http://fra.europa.eu/en/publication/2018/handbook-european-law-non-discrimination>

²⁸ European Union Agency for Fundamental Rights and Council of Europe. 2018. Handbook on European non-discrimination Law. 2018 edition. Available online: <http://fra.europa.eu/en/publication/2018/handbook-european-law-non-discrimination>

²⁹ http://ec.europa.eu/education/policy/higher-education/bologna-process_en
<http://www.ehea.info/pid34248/history.html>

³⁰ https://ec.europa.eu/education/sites/education/files/he-com-2017-247_en.pdf

The priority *Building inclusive and connected higher education systems* is not an exception, however, it also addresses the need for building equal and safe conditions for learners of different backgrounds to attend and finish education. Even though the financial support for students from the low-income background is still a vital form of help, the social inclusion goes far beyond that. For their students, HEIs have to create safe, free of violence and discrimination environment, not only in classrooms but also in campuses. Another option is to integrate “local, regional and societal issues into curricula, involving the local community in teaching and research projects, providing adult learning and communication and building links with local communities”³¹.

In the field of **vocational education and training**, an important step toward improving the quality of VET represents the **Copenhagen Process**, launched in 2002. It was adopted by ministers responsible for VET in the Member States, candidate countries and other representatives from and outside the EU in Copenhagen where they meet to agree on a Copenhagen Declaration on enhanced European cooperation in VET. The Declaration emphasizes the need for taking actions in VET, similar to those taken under the Bologna Declaration regarding HE. The Copenhagen Process is an integral part of the Lisbon strategy and its main goals are “the development of lifelong learning and the promotion of mutual trust between the key players”³². In the following years, the Copenhagen Process was reviewed several times through Communiqués, acknowledging its importance and need for the constant development of the VET sector. On the background of enhancing cooperation between VET and other sectors, these communiqués addressed the issue of inclusive education and quality of the VET, as well.

A new set of medium-term objectives in the field of VET for the period 2015-2020 is outlined in the **Riga Conclusions 2015**. The priority areas of the Conclusions are as follows: (i) promote work-based learning in all its forms; (ii) further develop quality assurance mechanisms in VET; (iii) enhance access to VET and qualifications for all through more flexible and permeable systems; (iv) further strengthen key competencies in VET curricula and provide more effective opportunities to acquire or develop those skills; and (v) increase opportunities for professional development of initial and continuing VET teachers, trainers and mentors in both school- and work-based settings³³.

More generally, an important framework for increasing inclusiveness in education are qualification frameworks. In order to enable learners and teachers’ free movement across and outside Europe and to recognize their diplomas or certificates issued in different countries with different national education and training systems, the **European Qualification Framework** for lifelong learning (EQF) was developed. It is an instrument that “helps to compare national qualifications systems and enable communication among them”³⁴.

2.1.1 Protection and education for non-discrimination, cohesion, and prevention of violent extremism

The EU Erasmus programme and more recently Erasmus plus are major EU programmes aimed at promoting student mobility and exchange, but they also aim to foster inclusive behaviour of citizens and the development of more cohesive societies. “This means ensuring that young people, irrespective of their socio-economic, religious or ethnic background, are included in social and civic life. Education and youth action have a key role to play in promoting shared EU values and fostering a culture of dialogue, mutual understanding, and social cohesion”³⁵.

³¹ https://ec.europa.eu/education/sites/education/files/he-com-2017-247_en.pdf

³² The Copenhagen Process – the European Vocational Education and Training Policy – Frequently Asked Questions (FAQ). 2004. Available online: <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=LEGISSUM:ef0018>

³³ <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=LEGISSUM:ef0018>

³⁴ <https://ec.europa.eu/ploteus/content/how-does-efq-work>

³⁵ http://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus/files/library/fact-sheet-post-paris_en.pdf

The EU and its Member States have adopted a number of further steps over recent years with the aim to promote social inclusiveness and consider the latter as a major strategic pillar for the prevention of violent radicalization.

As stated in **Joint Report of the Council and the Commission on the implementation of the strategic framework for European cooperation in education and training (ET 2020)** from December 2015, the follow-up to the Paris Declaration (see: chapter 1.2.2) is essential in the upcoming years. Its importance is reinforced by the ongoing inflow of migrants with diverse backgrounds to Europe. The integration of those migrants “into education and training is a crucial step towards their social inclusion, employability, professional and personal fulfilment, and active citizenship”³⁶ This creates a significant challenge for the education and training sector as well as for individuals (teachers, learners, parents) and other relevant stakeholders.

In order to tackle these challenges, the Commission has focused on the following areas in 2016 and 2017: **(i) mobilizing funding** through the Erasmus+ projects addressing objectives of the Paris Declaration; **(ii) development of better knowledge base and policy support** to inclusive education and to the teaching of social and civic competences; **(iii) development of support mechanisms for schools and teachers** since they play a significant role in shaping students’ attitudes towards diversity and provide them with environment for open discussion; **(iv) higher education** play an important role in engaging with communities which is why the EU shall encourage them to award credits for volunteering and to develop a curricula combining academic content with civic engagement; **(v) promoting youth work, volunteering, and Erasmus+ virtual exchanges** with students outside the EU; **(vi) supporting local stakeholders promoting inclusion through sport** is another important measure since sport is a tool for integrating into a community³⁷.

The Commission has implemented a wide range of actions in above-mentioned fields, such as:

- “the setting up of an expert Working Group on Promoting citizenship and common values, who has delivered an online compendium of good practices in these areas;
- the 2017 Education and Training Monitor, which provided evidence on the role of education in fighting inequalities and promoting social inclusion;
- the organisation of a ‘role models’ initiative of people who engage in activities to promote social inclusion and prevent exclusion and violent radicalisation among young people;
- a toolkit on preventing violent radicalisation for youth workers dealing with young people at risk of marginalisation;
- a European Award for Social Inclusion through Sport; and
- making available annual funding through Erasmus+ to develop innovative policies and practices at the grass-root level, prioritising social inclusion”³⁸.

Following the Paris Declaration, the European Parliament adopted, on January 19th 2016, a **resolution on the role of intercultural dialogue, cultural diversity and education in promoting EU fundamental rights**. Among other, the resolution confirmed the importance of education, training, sport, and volunteering in the process of social inclusion of citizens since they all help to develop ethical and civic values among learners, that is why it is considered as crucial to increase public investments in inclusive, quality and accessible education for all. The resolution “is an attempt to build on the Education Ministers’ common agreement that combined efforts are needed in order

³⁶ 2015 Joint Report of the Council and the Commission on the implementation of the strategic framework for European cooperation in education and training (ET 2020). New priorities for European cooperation in education and training. Available online: [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52015XG1215\(02\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52015XG1215(02)&from=EN)

³⁷ http://ec.europa.eu/assets/eac/education/news/2016/docs/inclusion-fundamental-values-leaflet_en.pdf

³⁸ https://ec.europa.eu/education/policy/strategic-framework/inclusive-education_en

to prevent and tackle marginalisation, intolerance, racism and radicalisation, and also to preserve a framework of equal opportunities for all"³⁹.

Another important milestone was the adoption of **Resolution on promoting socio-economic development and inclusiveness in the EU through education** in February 2016. The resolution "focuses on measures to ensure targeted investment in education and on how best to address skills gaps in order to restore jobs and promote sustainable economic growth in Europe. At the same time, it highlights the equally important role of education in promoting citizenship and social inclusion"⁴⁰. The Resolution emphasized the need for increased openness of education systems in order to respond properly to the emerging diversity of learners. The Council of EU Member States committed to: **(i) cooperation** in the field of socio-economic development and inclusiveness through education by means of reforms, relevant policies and targeted investments; **(ii) promotion of knowledge and experience exchange** in the field of education; **(iii) providing an adequate investments** at all educational levels in order to increase attainment levels, to identify and address skills gaps, and to enhance emancipatory effect of education and training; **(iv) providing teachers with necessary up-to-date initial and continuous training** to enhance their knowledge, skills and competences by opening up education institutions to the outside world and promoting partnerships among national, regional and local stakeholders; **(v) ensure that people facing various barriers to access education or employment** based on their socio-economic status, migrant background or gender will have the opportunity to gain relevant education and find a decent job, and at the same time to promote digital and media literacy, critical thinking, development of social skills and citizenship competencies among learners⁴¹.

On November 14th 2017, the European Commission issued a **communication on Strengthening European Identity through Education and Culture** as its contribution to the Leader's meeting in Gothenburg Social Summit on November 17th 2017, focusing on promoting fair jobs and growth. The communication covers a wide range of areas concerning education, training, and culture, including cultural diversity. Even though the communication is primarily focused on different aspects of education and training, it acknowledges them for the best protection against poverty, unemployment, and social exclusion since they form "the basis for active citizenship and helps prevent populism, xenophobia and violent radicalization"⁴².

On November 17th 2017, the European Parliament, the Council, and the Commission proclaimed the **European Pillar of Social Rights**, the document consisted of 20 principles delivering new and more effective rights for citizens in the fast-changing world. The first principle *Education, training and lifelong learning* states that "Everyone has the right to quality and inclusive education, training and lifelong learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market"⁴³.

In May 2018, the Commission adopted following proposals to help build inclusive societies through education and culture:

- **a Council Recommendation on Key Competences for Lifelong Learning** – this recommendation is based on its predecessors from 2006 and 2016. Its goal is to help strengthen so-called "key competences" – knowledge, skills, and attitudes in the field of literacy, languages, math, science, engineering, entrepreneurship, as well as digital, personal, social, civic and learning competence and cultural awareness and expression – in EU countries. These competencies are "needed by all for personal fulfillment and development, employability, social inclusion and active citizenship"⁴⁴;

³⁹ <http://www.europarl.europa.eu/sides/getDoc.do?type=REPORT&mode=XML&reference=A8-2015-0373&language=EN>

⁴⁰ <http://www.consilium.europa.eu/en/meetings/eyscs/2016/02/24/>

⁴¹ <http://data.consilium.europa.eu/doc/document/ST-5685-2016-REV-1/en/pdf>

⁴² https://ec.europa.eu/commission/sites/beta-political/files/communication-strengthening-european-identity-education-culture_en.pdf

⁴³ https://ec.europa.eu/commission/priorities/deeper-and-fairer-economic-and-monetary-union/european-pillar-social-rights/european-pillar-social-rights-20-principles_en

⁴⁴ https://ec.europa.eu/education/initiatives/european-education-area/proposal-council-recommendation-key-competences-lifelong-learning_en

- **a Council Recommendation on common values, inclusive education and the European dimension of teaching** – its goal is to strengthen national democracies and social cohesion in order to fight “populism, xenophobia, radicalisation, divisive nationalism and the spreading of fake news”⁴⁵. The recommendation’s objectives in the field of inclusive education are to: (i) promote common European values (human dignity, freedom, democracy, equality, the rule of law, respect for human rights) at all education levels and (ii) foster more inclusive education. These objectives are aligned with the above-mentioned European Pillar of Social Rights, too.

2.2 The Role of International Organizations in Strengthening Social Inclusion in Education

In addition to - and even historically before and geographically beyond - the European Union, a number of other (intergovernmental and non-governmental) international organisations have been operating actively for the support of social cohesion, human rights and inclusiveness, particularly through education. Hereafter, we present a brief overview of some of them with significant recent engagement in the mentioned area.

2.2.1 The UN (United Nations)

Driven by the UN, the **2030 Agenda for Sustainable Development** adopted by Member States in September 2015 has inclusion at its core. The UN publication *Leaving No One Behind*⁴⁶ argues forcefully that development cannot be sustainable without social inclusion and justice. At the same time this document sets out a United Nations system-wide *Shared Framework for Action for a more coordinated and integrated approach to combatting inequalities and discrimination* at national, regional and global levels.

In addition to this general policy framework for UN and national programmes aimed at promoting equity and inclusion, the UN adopted a specific *Plan of Action Against Violent Extremism (VE)* in January 2016. This *UN Plan of Action* calls the Member States and UN specialized organisations explicitly to develop and implement appropriate Action Plans.

UNESCO

UNESCO is the UN organisation mandated to build peace through international cooperation in Education, the Sciences and Culture. UNESCO's programmes contribute to the achievement of the Sustainable Development Goals defined in *UN Agenda 2030*, particularly through education.

The UN's SDG 4 on Education (see chapter 1) and the *Education 2030 Framework for Action* both emphasise the importance of inclusive and equal education promotion. Besides already mentioned UNESCO's activities in the field of inclusive and quality education (see chapter 1) it also addresses “education for all” issues within the VET separately.

The **UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training** assists the Member States develop policies and practices concerning education for the world of work and skills development for employability and citizenship, to achieve (i) access for all, (ii) high quality, relevant and effective programmes, and (iii) learning opportunities throughout life.

⁴⁵ https://ec.europa.eu/education/initiatives/european-education-area/proposal-council-recommendation-common-values_en

⁴⁶ United Nations (2016) *Leaving No One Behind – The imperative of inclusive development*. New York

UNESCO's work in the TVET area is based on its Strategy for TVET (2016-2021) which is fully aligned with SDG 4. The strategy has set following priority areas:

- "Fostering youth employment and entrepreneurship
- Promoting equity and gender equality
- Facilitating the transition to green economies and sustainable societies"⁴⁷

Concerning specifically Central Asia, the, UNESCO Almaty Cluster Office coordinates several education-related programmes, e.g. the Central Asia Symposium on ICT in Education (CASIE), a discussion platform for ongoing challenges in education and identification of possible solutions through effective utilization of ICTs in education. CASIE 2016 is also in line with SDG 4 and will focus on the following themes:

- "ICTs to facilitate open, flexible and blended learning opportunities for all
- ICTs to support practical oriented authentic learning experiences
- ICTs to strengthen data-informed education and training policy development to adopt to job market trends
- Partnerships for mainstreaming ICTs in education and training"⁴⁸.

More generally, UNESCO promotes Global Citizenship Education (GCED), as a major contribution to the development of a culture of peace. "Emphasizing that GCED is an important part of the post-2015 development agenda; countries encouraged UNESCO to continue to lead global debates on Global Citizenship Education and reinforce networks of policy-makers, experts and practitioners."

Within this framework, UNESCO has also actively engaged in the **prevention of violent extremism through education (PVE-E)**.

Within the Global Education 2030 Agenda, UNESCO published several key documents related to the topic of inclusive education for all: **(i) A guide for ensuring inclusion and equity in education (2017)** – the Guide is intended to support countries in embedding inclusion and equity in their educational policies in order to create system-wide change for overcoming barriers to education – access, participation, learning processes and outcomes. The Guide is intended to be used by national education policy-makers with cooperation with other key stakeholders in the field of education⁴⁹; **(ii) Preventing violent extremism through education. A guide for policy-makers (2017)** – this guide was developed with an aim to assist countries in their effort to prevent extremism through education to tackling extremism and violent radicalisation as delicate topics which differ from country to country⁵⁰; and provided **resources for teachers and other educational practitioners** in the area of PVE. The common denominator of its PVE efforts is that they are aimed to address the drivers of violent extremism and build learners' resilience to hateful narratives and propaganda that legitimize the use of violence⁵¹.

The **UNESCO Office in Almaty** promotes actively a variety of initiatives – particularly in the areas of teacher training and media education – with the aim to empower youth, educate the citizens of tomorrow and prevent violence and extremism.⁵²

⁴⁷ <https://unevoc.unesco.org/go.php?q=whowear>

⁴⁸ <http://en.unesco.org/news/central-asia-symposium-ict-education-casie-unleashing-power-ict-skills-development>

⁴⁹ UNESCO. 2017b. A guide for ensuring inclusion and equity in education. Available online: <http://unesdoc.unesco.org/images/0024/002482/248254e.pdf>

⁵⁰ UNESCO. 2017. Preventing violent extremism through education. A guide for policy-makers. Available online: <http://unesdoc.unesco.org/images/0024/002477/247764e.pdf>

⁵¹ UNESCO. 2016b. A Teachers's Guide to the Prevention of Violent Extremism and UNESCO MGIEP (2017). A Youth-led Guide to the Prevention of Violent Extremism through Education r

⁵² See: <http://en.unesco.kz/tag/extremism>

UNICEF

The United Nations' Children Fund (UNICEF) should also be mentioned here since it operates for Children's rights and education in many countries, including in Central Asia. In the latter region UNICEF has recently become particularly active in the area of violence prevention, especially prevention of violence against children and family members⁵³. As mentioned in previous chapters, early childhood and primary education can foster children's development of empathy which is a crucial emotional attitude toward the prevention of intolerance and violence.

2.2.2 OSCE (Organization for Security and Co-operation in Europe)

The OSCE is a security-oriented intergovernmental organization, established in 1975 as the Conference on Security and Cooperation in Europe, held in Helsinki. The organization has currently 57 participating states from Europe, Northern and Central Asia and North America, each with an equal status. The organization "addresses a wide range of security-related concerns, including arms control, confidence- and security-building measures, human rights, national minorities, democratization, policing strategies, counter-terrorism and economic and environmental activities"⁵⁴.

In the field of **Education**, the OSCE covers areas of conflict prevention and post-conflict rehabilitation mainly through these two strands:

1. **the High Commissioner on National Minorities (HCNM)** which "engages participating States in formulating national minority education policies in a way that maintains essential elements of minorities' identity and supports the right of persons belonging to national minorities to education in and of minority languages"⁵⁵. The HCNM plays an important role within the conflict prevention area since its activities are focused on finding an adequate balance between one's identity preservation and the cohesion of multi-ethnic societies.
2. **the Office for Democratic Institutions and Human Rights (ODIHR)** "promotes respect for diversity and mutual understanding in schools, and assists educators in training their colleagues to understand and defend human rights and to encourage societies based on the respect for human rights"⁵⁶.

Another concern of the Organization is the field of **Tolerance and non-discrimination**. Discrimination threaten security of each country which is why the OSCE "dedicates resources and efforts to promote tolerance and non-discrimination that foster a stronger sense of security in its participating States"⁵⁷.

The OSCE also works in Central Asia, however, the education-related project is currently realizing in Kyrgyzstan through the **OSCE Academy in Bishkek**, established in 2002 as a flagship of the education initiatives in CA. "The OSCE Academy aims at fostering regional co-operation, conflict prevention and good governance in Central Asia through post-graduate education, professional trainings and intellectual exchange"⁵⁸.

⁵³ UNICEF (2018). Making the connection

(file:///C:/Users/Gabriele/Downloads/MAKING%20THE%20CONNECTION__IPV_VAC%202018.pdf

⁵⁴ <https://www.osce.org/whatistheosce>

⁵⁵ <https://www.osce.org/education>

⁵⁶ <https://www.osce.org/education>

⁵⁷ <https://www.osce.org/tolerance-and-nondiscrimination>

⁵⁸ <https://www.osce.org/education>

Kyrgyzstan and Tajikistan have also taken some measures, over recent years, to prevent violent radicalization: Kyrgyzstan particularly measures relating to the training and appointment of religious leaders, Tajikistan in the form of introduction of religious education in public schools⁵⁹.

2.2.3 The Council of Europe

The Council of Europe (CoE) is an international organisation whose with the core mandate to uphold human rights, democracy and the rule of law in Europe. Founded in 1949, it has 47 member states today, stretching far beyond the European Union. The CoE has a longstanding tradition of supporting in particular inter-cultural understanding, citizenship and human rights education.

“In 2005, the ... Heads of State and Government called for “increased efforts of the Council of Europe in the field of education aimed at ensuring access to education for all young people across Europe, improving its quality and promoting, inter alia, comprehensive human rights education”. Concrete results include the adoption of reference texts, the development of political frameworks and the creation of networks and forums, as well as the production of a wealth of materials in the area of democratic citizenship and human rights education, all of which have been negotiated and approved by its 47 member states⁶⁰.

In particular, the CoE’ **Charter on Education for Democratic Citizenship and Human Rights Education** was adopted by its members in 2010⁶¹, with the aim of “providing every person within their territory with the opportunity of education for democratic citizenship and human rights education”.

Among other activities, the CoE has provided training, manuals and other resources on human rights education⁶².

It is within this broader mandate, that the CoE has organized a special conference on **Human Rights and Democracy in Action: Addressing Extremism and Radicalisation through Education** (November 2015).

2.2.4 OECD

Although this organisation has been traditionally focused on information and communication on economic development and policies, it has, over recent years, shown growing interest in and work on issues relating to social cohesion and sustainable development. In particular, the provision of equal educational opportunities is henceforth considered as a crucial step to promote long-lasting inclusive growth, and core OECD education sector programmes such as PISA e.g. now pay more and more attention to equity, violence prevention and inclusiveness⁶³.

2.2.5 World Bank

The World Bank was established in 1944 in Bretton-Woods and currently is headquartered in Washington, D. C. It is created by five international institutions managed by their member countries. The World Bank represents a unique partnership of these institutions aiming at reducing poverty and support development by providing sources of financial and technical assistance to developing countries around the world. Alongside financial help, the World Bank helps developing countries

⁵⁹ Idrees M. (2017)Radicalisation and violent extremism in Central Asia and Afghanistan. OSCE Academy

⁶⁰ Council of Europe/OSCE/UNESCO (2009)

⁶¹ Council of Europe (2010), Council of Europe Charter on *Education for Democratic Citizenship and Human Rights Education*

⁶² <https://www.coe.int/en/web/compass/resources>

⁶³ See e.g.: OECD (2011). *Recing the Involvement of Youth in Arlmd Violence*; OECD (2017). *Pisa in Focus No 74.How much of a problem is bullying* at OECD (2015). *Immigrant Students at School: Easing the Journey towards Integration*. OECD Reviews of Migrant Educatio

through policy advice, research, and analysis, technical assistance, capacity development, host or participation in conferences and forums⁶⁴.

Social inclusion is an integral part of achieving WB's goal to reduce poverty worldwide. Its goal is, on the one hand, to broaden the knowledge of social exclusion and its impact, and to, on the other hand, promote social inclusion through various programmes and actions. Many of these programmes are inter-sectoral and do not focus exclusively on education⁶⁵.

However, the World Bank supports reforms in the education sector of Central Asian countries by a number of projects in both HE and VET for 20 years. Over this period, the WB has conducted several projects aiming at improving living standards, promoting economic growth and social development⁶⁶. Through WB's projects to education sector was indirectly supported social inclusion, as well, however, in more general way. There were no "inclusive education" projects identified so far.

2.2.6 Asian Development Bank

The Asian Development Bank (ADB) was established in 1966 and currently is headquartered in Manila, Philippines. From 31 member states in 1966, it has grown to 67 members, of which 48 are from within Asia and the Pacific, the rest of them are Canada, the United States, and some European countries. Alongside member countries, the ADP's organisation consists of the Board of Governors, which is the highest policy-making body and comprises a representative from each member state. Governors elect 12 members to form the Board of Directors. The Directors supervise ADB's financial statements, approve its administrative budget, review and approve policy documents and loans, equity, and technical assistance operations⁶⁷.

ADB is a multilateral development finance institution and its mission "is to help developing member countries reduce poverty and improve the quality of life of their people"⁶⁸. For this purpose, the ADB provides loans, technical assistance, and grants to member governments. In addition, the ADB provides direct assistance to private enterprises of the developing member countries through equity investments and loans. Alongside financial help, the ADB provides assistance by "facilitating policy dialogues, providing advisory services, and mobilizing financial resources through co-financing operations that tap official, commercial, and export credit sources"⁶⁹.

The ADB is an active player in supporting education sector in Central Asia countries. As in the case of the World Bank, these projects can have indirect contribution to inclusion in education.

2.2.7 GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit)

GIZ GmbH is a German development agency that provides worldwide services in the field of international cooperation for sustainable development. It is headquartered in Bonn and Eschborn. GIZ has a rich experience in the areas of economic development, employment, energy, environment, peace, and security. The main focus of GIZ is providing advisory services and design national development projects in more than 130 countries around the world⁷⁰.

GIZ actively supports the reforms of HE and VET systems in Central Asia (except in Turkmenistan), as in previous periods, the inclusive education has been supported indirectly only. In a few countries

⁶⁴ <http://www.worldbank.org/en/about/what-we-do>

⁶⁵ <https://www.worldbank.org/en/topic/social-inclusion#2>

⁶⁶ <http://www.worldbank.org/en/region/eca/brief/central-asia>

⁶⁷ <https://www.adb.org/about/members>

⁶⁸ <https://www.adb.org/about/our-work>

⁶⁹ <https://www.adb.org/about/our-work>

⁷⁰ https://www.giz.de/en/html/about_giz.html

(such as Turkey, Sri Lanka, Kosovo) GIZ has included social cohesion and inclusiveness in its formal and non-formal education projects⁷¹.

⁷¹ See e.g. : <https://www.giz.de/expertise/downloads/giz2014-en-faltblatt-22-sri-lanka.pdf>

3 Promising Initiatives and Practices Promoting Social Inclusion in HE and VET

A large number of initiatives aiming to foster social inclusion in and through education have been taken in Europe, Central Asia and elsewhere. Many of them are not necessarily documented, especially if they are run by non-governmental organisations. Even if information on relevant programmes, projects, activities exist it is often piecemeal and impact evaluation showing 'good practice' in the area is rare.

This section of the review report, therefore, restricts itself to presenting briefly a number of current programmes or projects/initiatives within the European Union and in Central Asia, for which the authors found information pointing to their practical relevance and impact.

3.1 Examples from the EU

3.1.1 Socio-Political Accompanying Programme for "Leadership for Syria" Scholarship Holders⁷²

| | |
|---|---|
| <i>Country</i> | Germany |
| <i>Level of education</i> | <input checked="" type="checkbox"/> Higher education <input type="checkbox"/> VET <input type="checkbox"/> Non-formal education |
| <i>Name of the HEI/ VET school/ non-formal education provider</i> | University of Konstanz |
| <i>Implementation period</i> | 2016 – 2017 |
| <i>Source of funding</i> | German Federal Foreign Office and the State of North Rhine-Westphalia Budget: 480,000 EUR |

The Syrian conflict has caused millions of victims since its outbreak in 2011. It continuously affects all aspects of life in Syria, including Higher Education which used to be one of the most developed in the Arab countries. After the crises broke out, many students and academics have been arrested, killed or forced to flee.

In order to help Syrian students to continue their university education, the German Academic Exchange Service (DAAD) launched a new scholarship programme in 2014 - Leadership for Syria. It is designed for Bachelor, Master's and postgraduate students from Syria as well as for Syrian

⁷² This case study is based on Evaluation of the Socio-Political Accompanying Programme for "Leadership for Syria" Scholarship Holders (Authors: Jan Helbich, Felix C Seyfarth and Andrea Miskovicova, 01/2018) with kind permission of the DAAD.

refugees. Out of more than 5 000 applicants, only 4 % have been awarded the scholarship Leadership for Syria by November 2015.

The main objective of the programme is to prepare future leaders to rebuild a war-destroyed Syria. To fulfil this goal, the Leadership for Syria scholarship has been supplemented by a mandatory socio-political accompanying programme focused on personal competence, good governance and sustainable economic development. The LfS Accompanying Programme was run by the Academy for Further Academic Education at the University of Konstanz, taught by 18 lecturers from various academic disciplines. The programme was composed of e-learning modules as well as of three on-the-campus workshops. Online components have been developed in cooperation with the Karlsruhe Institute for Technology (Zentrum für Mediales Lernen, ZML).

The Programme was focused on developing understanding of democratic societies and sustainable economic policy among students who are expected to lead the reconstruction of Syria after the conflict ends. The Programme intended to provide knowledge and skills in (i) peace settlements and public security, (ii) normative principles of democracy, rule of law, (iii) the role and varieties of civil society and designing political institutions for multi-ethnic societies, (iv) the challenges of corruption and organized crime, (v) principles and institutions of transnational economic cooperation, (vi) principles and institutions of social policy and educational systems, (vii) ethics of public administration, corporate social responsibility, (viii) nature of teams and teamwork, mobilization of individualized human capital, (ix) coping with post-traumatic syndromes once back in Syria⁷³.

Out of 185 participants who completed the entire programme, 152 successful graduates have been awarded a certificate corresponding to 6 ECTS. 33 participants who failed to meet all the study requirements received an attendance certificate.

Ex post evaluation of the LfS Accompanying Programme confirmed that despite its pilot nature the 2016/2017 Accompanying programme proved attractive and relevant to its participants. The most valuable result of the Accompanying programme seems to be the shift in students' mind-set: nearly 73 % of them believe that they increased their tolerance and respect for different opinions in the Syrian context. 52 % of students agreed with the statement that they strengthened their role in the Syrian ex-pat discourse and community, which is perceived particularly by their family members, and 56 % of them think that they made progress towards their integration into German society resulting from their participation in the LfS Accompanying Programme.

One month after completion of the LfS Accompanying Programme almost 54 % of alumni were already looking for a job in Germany and more than 19 % of them were currently working in Germany (this figure includes also students who work part time). This development is in line with the intervention logic of the programme because future leaders of Syria need to (i) get sufficient work experience in reputable companies before they return home, and (ii) further develop their personal and professional networks that later can be used for bilateral cooperation among Germany and Syria. At the same time, German economy will benefit from highly talented and motivated professionals who will pay back their scholarships in form of taxes and social security contributions.

⁷³ Leadership for Syria: Launch of the supplementary studies programme at the University of Konstanz, 11 November 2016, keynote by professor Wolfgang Seibel

3.1.2 You Also Have a Chance!⁷⁴

| | |
|---|--|
| <i>Country</i> | Slovakia |
| <i>Level of education</i> | <input checked="" type="checkbox"/> Higher education <input type="checkbox"/> VET <input type="checkbox"/> Non-formal education |
| <i>Name of the HEI/ VET school/ non-formal education provider</i> | University of Economics in Bratislava |
| <i>Implementation period</i> | Since 2015 |
| <i>Source of funding</i> | The Center for the Study of Ethnicity and Culture (CVEK) The University of Economics in Bratislava (EUBA) The Tatrabank Foundation |

The CVEK together with the EUBA continues in the academic year 2017/2018 the programme “You also have a chance!” aimed at supporting Roma applicants for study. The objective of the programme is to contribute to the elimination of educational inequalities between Roma and non-Roma population in Slovakia and to enable them to obtain high-quality education in the economic field.

Through grants, CVEK provides various assistance to Roma students, such as the preparation of study applications, the application for accommodation or a study scholarship. CVEK also covers accommodation costs at an EUBA facility. The University provides free pre-study courses during the weekend meetings in Bratislava.

Programme participation requirements include:

- completed secondary education with a school-leaving certificate or a study at a secondary school with a school-leaving examination in school year 2017/2018,
- belonging to the Roma minority,
- completed pre-study courses and continuous training and tutoring.

Thanks to this project, 4 Roma students were admitted to EUBA since September 2015. Currently, two of them have successfully defended their theses and obtained a bachelor’s degree.

One of the two successful students is Jan Lakatos. As a child, he went to the Roma class at an elementary school in Hurbanovo, where he lived. All children learned in “regular” classes, but Roma children were in a separate classroom. When he was to go to the sixth grade, the school dissolved the Roma class and move Roma children to “regular” class. After the primary school, Jan was interested in economy since he was counting money for food at home. Finally, he decided to study at a business academy. There were half of Roma students in the class. When graduating from this initial VET school one of his classmates told him about the program “You also have a chance!” that supports Roma students in their higher education study ambitions. Entry exam would have to be passed as any other students, but tutoring was available. Jan first completed the pre-study course and then took the university admission test. He admits that sometimes he needed tutoring, but never wanted to give up. To earn some money while studying, he worked as a financial adviser and even acted in one episode of a Slovak TV series. As many as 25% of his classmates did not go through the first year, but Jan made it and earned a bachelor’s degree⁷⁵.

Another eight undergraduate Roma students are currently involved in the programme.

⁷⁴ <http://cvek.sk/you-also-have-a-chance/>

⁷⁵ <https://domov.sme.sk/c/20898146/mlady-rom-doma-ratal-kazde-euro-teraz-je-absolvent.html>

3.1.3 Innovative educational practices for an inclusive and participatory Europe – bridging the gap between university and non-formal education⁷⁶

| | |
|---|--|
| <i>Country</i> | Belgium, Germany, Romania, Great Britain, Spain |
| <i>Level of education</i> | <input checked="" type="checkbox"/> Higher education <input type="checkbox"/> VET <input checked="" type="checkbox"/> Non-formal education |
| <i>Name of the HEI/ VET school/ non-formal education provider</i> | Haute Ecole GALILEE Bruxelles Eberhard Karls Universitaet Tuebingen Universitatea Babes Bolyai City University of London Universitat Autònoma de Barcelona Thomas More Mechelen-Antwerpen |
| <i>Implementation period</i> | 31.12.2016 – 31.12.2018 |
| <i>Source of funding</i> | EU |

Preventing violent radicalisation implies promoting democratic values, fundamental rights, intercultural understanding and active citizenship. Based on Bondy Blog's 10-year experience, 6 high education institutions launched an action-research on participatory educational and media practices involving their students along with disadvantaged young people.

Bondy Blog showed that meaningful media practice was a powerful tool for longer-term engagement of disadvantaged youth in their society, by making them gaining self-esteem and critical thinking. By integrating this experience within high education curricula, creating new synergies with non-formal education, the partners aim at training a new generation of journalists to participatory and intercultural journalism, as well as ensuring the sustainability of the project.

By giving voice to young people who are usually underrepresented in mainstream media, the project also aims at promoting media pluralism in Europe. Each institution developed local partnership with civil society organisations working with disadvantaged young people. Students and young people jointly produce media content, with a peer-to-peer training approach. The content is broadcast on 6 new local online media. 4 itinerant workshops allowed the six local groups to visit and meet each other, share best practices and experiment intercultural dialogue at European level. The summer school also involved other European students and disadvantaged youth, as well as European networks active in education, media literacy, the fight against discrimination, and religious representatives.

At the end of this 2-year project, all partners will produce a multimedia educational tool and a paper publication (open license) to be widely disseminated in educational and media worlds. Recommendations will also be presented to European and national decision makers.

⁷⁶ <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/580349-EPP-1-2016-1-BE-EPPKA3-IPI-SOC-IN>

3.1.4 Struggle Against Violent Extremism (SAVE)⁷⁷

| | |
|---|--|
| <i>Country</i> | Turkey, Sweden, Poland, Hungary, Slovenia |
| <i>Level of education</i> | <input checked="" type="checkbox"/> Higher education <input checked="" type="checkbox"/> VET <input checked="" type="checkbox"/> Non-formal education |
| <i>Name of the HEI/ VET school/ non-formal education provider</i> | Konya İl Milli Eğitim Müdürlüğü Selçuk Üniversitesi Nyströmska Skolan Zespół Szkół Ponadgimnazjalnych w Chojnie Koszegi Testvervarosi Egyesület Selçuklu Mahmut Sami Ramazanoglu Anadolu İmam Hatip Lisesi PIA, informacijski sistemi in storitve d.o.o. |
| <i>Implementation period</i> | 1.9.2017 – 31.8.2019 |
| <i>Source of funding</i> | EU |

The Paris Declaration of Education Ministers reconfirmed education as a powerful weapon against extremism. Schools and educators are on the front-line to help young people at risk of radicalization, so it can be stated that education is a form of extremism prevention.

Main objectives of this project include:

- Teachers will be equipped with knowledge and skills to detect the warning signs of extremism and how to respond to them.
- Students will be empowered on respect for human dignity, freedom (including freedom of expression), the rule of law and respect for human rights, citizenship, stereotypes, discrimination, extremism, democratic values, cultural diversity, critical thinking and media literacy skills in order to strengthen their resistance to extremism.
- Multiagency cooperation will be established to strengthen the response at institutional level.

The project started with a Europe wide baseline assessment to identify levels of awareness and extent of extremism in schools in 12 EU countries. After the analysis there will be a teacher training activity for teachers. Following this training, teachers will prepare lesson plans to include “extremism issues” in the curriculum of mainstream schools. Once developed, teachers will introduce them to wider teacher audience in their schools and neighbour schools.

The second part of the project is sensibilisation of students against extremism. This activity includes also students’ democratic elections. Students will also share learning activities with students from partner countries. They will learn fundamental values that lie at the heart of the European Union and organize workshops in their countries for other students.

Second part of students training will focus on critical thinking so that, particularly in the context of the internet and social media, they are able to distinguish facts from opinions, to recognise propaganda and to resist all forms of radicalization and extremism. In addition to that, students learn how to protect themselves against the extremist groups. As a part of this training they will learn how to create their own “Digital Peace Propaganda” as a counterextremism movement. After this training activity students will organise training activities for other students in their countries. They will

⁷⁷ <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2017-1-TR01-KA201-046311>

prepare their awareness campaigns and disseminate them via social media and local, national or international channels.

3.1.5 Youth counselling against radicalisation – a holistic approach to support vulnerable adolescents (YCARe)⁷⁸

| | |
|---|--|
| <i>Country</i> | Netherlands, Spain, Germany, Slovenia, Ireland, Greece, Slovakia, Austria |
| <i>Level of education</i> | <input type="checkbox"/> Higher education <input type="checkbox"/> VET <input checked="" type="checkbox"/> Non-formal education |
| <i>Name of the HEI/ VET school/ non-formal education provider</i> | Stichting Dr. Hilda Verwey-Jonker Instituut Asociación andaluza de apoyo a la infancia - ALDAIMA ZDK Gesellschaft Demokratische Kultur gGmbH Integra Inštitut, Inštitut za razvoj človekovih potencialov Meath Community Rural and Social Development Partnership Ltd Akadimaiko Diadiktyo QUALED občianske združenie pre kvalifikáciu a vzdelávanie E-C-C Verein fuer interdisziplinare Bildung und Beratung Kultur und Arbeit eV |
| <i>Implementation period</i> | 1.12.2015 – 31.1.2018 |
| <i>Source of funding</i> | EU |

YCARe is a unique international project aimed at supporting youth counsellors in preventing and combating radicalization. Project partners collect best practices and create a wizard and set of materials. There have been several national and international projects to exchange and disseminate knowledge and best practices in recent years. However, the added value of YCARe is based on the feedback from youth counsellors who use these materials. The partners have created a learning environment in which they develop best practices, create guides and invent activities.

In the past few years radicalization towards violent extremist and terrorist positions is considered an increasing threat in the European Union. Because of recent terrorist attacks, an increase of young people who participate or sympathize with extremist groups and an increase in other forms of violence and intolerance radicalization has become a priority challenge for the political agenda.

The project aims to build professional capacity of the first line practitioners. To prevent radicalization, there are three categories of activities: for professionals, for youth and for the general population. Main target group is youth counsellors who are in direct contact with individuals at risk, or vulnerable groups in society.

Needs assessment of professionals in eight European countries has taken place. This assessment included an online questionnaire in which youth counsellors had clarified their views on radicalization and their own needs in the profession. In addition, with dozens of professionals were interviewed to identify their perceptions of radicalization and their own role as experts in the fight against this phenomenon.

⁷⁸ <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2015-1-NL01-KA202-008861>

The questionnaire surveyed the opinions of the target group on the phenomenon of radicalization. It covered its definitions, risk factors, the impact of radicalization and the need to address this issue (education, information and available resources). The questionnaire was answered by 346 professionals working with the following groups: young people in general (31%), people at risk of social exclusion (25%), children and families (20%), migrants (7%), offenders (7%) and disadvantaged people (4%). All respondents demonstrated a solid understanding of the radicalization issue, but at the same time some inconsistencies that could affect the decision of experts when to intervene were revealed. Lack of specific literature dealing with the radicalization of the youth is another weakness highlighted by interviewed professionals.

As a result of the project, a guide for youth counsellors aimed at support for vulnerable youth was created to prevent the escalation of their problems and anti-social behaviour, criminality or joining terrorist organizations. The YCARE Platform is an online database that includes a modular range of awareness-raising activities, learning activities and best practices for youth counsellors, trainers and other who are interested in using new didactic materials to combat issues such as radicalization. All project outputs are available at online platforms and mobile applications, offering new ways for interaction between lecturers and training participants.⁷⁹

3.1.6 Linking quality and social inclusion in higher education in Croatia ⁸⁰

| | |
|---|---|
| <i>Country</i> | Netherlands, Spain, Germany, Slovenia, Ireland, Greece, Slovakia, Austria |
| <i>Level of education</i> | <input checked="" type="checkbox"/> Higher education <input type="checkbox"/> VET <input type="checkbox"/> Non-formal education |
| <i>Name of the HEI/ VET school/ non-formal education provider</i> | Institute for Social Research (IDIZ) University of Rijeka / University of Zadar The University of Applied Sciences "Marko Marulic" in Knin Association for Higher Education Development "Universitas" Agency for Science and Higher Education |
| <i>Implementation period</i> | 22.8.2013 – 21.2.2015 |
| <i>Source of funding</i> | European Social Fund |

The E-Quality project focuses on the development of quality culture that includes reflection of the social inclusion in higher education (HE) at higher education institutions in in Croatia.

Main project objective was to develop an institutional quality culture at HE institutions in Croatia which values social inclusion as one of its core elements.

Specific project objectives:

- improving quality of education of disadvantaged persons (by developing mechanisms for continuous enhancement of quality in education);
- increasing social inclusion of disadvantaged persons within HE institutions (through the development of quality culture which values social inclusion as one of its core elements);

⁷⁹ <https://www.ycare.eu/>

⁸⁰ <http://noviweben.iro.hr/2018/02/19/e-quality-linking-quality-and-social-inclusion-in-higher-education-in-croatia/>

- in the longer term, the action supports HE institutions in increasing the number of disadvantaged persons enrolling to and completing HE (by developing a pilot “quality label” to be awarded to HE institutions as an incentive for creating a socially inclusive quality culture).

Main project results are:

- Obstacles, threats and needs for access and participation of disadvantaged students in partner HE institutions were identified;
- Quality assurance committees at partner institutions were trained on developing socially inclusive quality assurance procedures;
- Quality assurance procedures at partner institutions have been upgraded and introduce a new social inclusion component;
- Recommendations were developed for the Agency for Science and Higher Education for socially inclusive quality assurance procedures at higher education institutions in Croatia;
- Pilot “quality label” for socially inclusive higher education institutions was launched.

All the results are published in the key output of the project, which is the series of six publications that address quality enhancement and fostering equity and social inclusion in the higher education, the “E-Quality Edition”, 2 of which were published in print and 4 are available as online publications.

3.1.7 La Liga Española de la Educación y la Cultura Popular (LEECP)⁸¹

| | |
|---|--|
| <i>Country</i> | Spain |
| <i>Level of education</i> | <input type="checkbox"/> Higher education <input checked="" type="checkbox"/> VET <input checked="" type="checkbox"/> Non-formal education |
| <i>Name of the HEI/ VET school/ non-formal education provider</i> | |
| <i>Implementation period</i> | since 1986 |
| <i>Source of funding</i> | European Social Fund, Government of Extremadura |

Spanish League of Education and Popular Culture is an independent Spanish non-profit organisation founded in 1986 by a group of professionals in education. It has 250 employees engaged in a wide range of activities including social, educational and welfare services. One of its main objectives is to enhance civic education for youth and adults through the teaching and learning of democratic values, the respect to human rights and the development of a real social solidarity.

LEEPC seeks to promote the socio-occupational integration of young people at risk or in a position of exclusion by working along two main lines:

- Orientation and socio-occupational integration and increasing employability,
- Vocational training.

To achieve this goal, LEECP implements several educational programmes in priority sectors such as: Children, Family, Youth, Immigration, Public Schools, Education for Citizenship and Human Rights

⁸¹ <http://www.ligaeducacion.org/>

and International Cooperation. Every single year more than two hundred thousand people benefit from those programmes (directly and indirectly). Great majority of its actions are address groups at risk of social exclusion both in rural and urban areas.

LEECP has acquired extensive professional experience in the field of vocational training through providing vocational training programmes for people at risk of social exclusion and contributing to their social and labour integration by implementing innovative programmes related to European employment initiatives. Those initiatives are funded by the Government of Extremadura and co-financed by the European Social Fund.

The most important are the following ones:

- PCPI workshops (Initial Professional Qualification Programme) aimed at developing employability and socio-educational reintegration of young people (16 to 21) who have left the educational system without completing mandatory educational goals and are at risk of social exclusion.
- Training Activities aimed primarily at unemployed workers. Practical workshops in companies in different fields (community services, catering and tourism, personal image, construction, etc.).
- Employment Workshops (rehabilitation, appreciation, protection and maintenance of social facilities in rural areas).
- Casa de Oficios (Home Care and Nursing Home Assistance) aimed at supporting the integration and development of the employability of unemployed workers (aged 25 to 45).
- OPEAS (Professional Counselling and Self-Employment Assistance) aimed at supporting job seekers at the labour market.

Target users are unemployed young people between 14-30, young people at risk or in a position of social exclusion as well as unaccompanied minors.

Key principles of LEECP are increasing employability skills through individual approach, enhancing personal autonomy and independence, integrating young migrants into the labour market and fighting against social exclusion.

3.1.8 European Learning Environment Formats for Citizenship and Democracy (ELEF)

| | |
|---|---|
| <i>Country</i> | Germany, Spain, Poland, Denmark, Hungary |
| <i>Level of education</i> | <input checked="" type="checkbox"/> Higher education <input type="checkbox"/> VET <input type="checkbox"/> Non-formal education |
| <i>Name of the HEI/ VET school/ non-formal education provider</i> | Universität Bremen Universidad de Sevilla Wsztechnica Uniwersytetu Jagiellonskiego Spolka z Ograniszona Odpowiedzialnoscia Sosu Ostjylland Artemisszio Alapitvany |
| <i>Implementation period</i> | 31.12.2016 – 31.12.2018 |
| <i>Source of funding</i> | EU |

This project develops, implements, evaluates and upscales three different formats of innovative and inclusive democratic learning environments to enhance the civic competence and knowledge about democratic values of young people in Europe. Aim of the project is to prevent violent and political radicalisation by promoting intercultural understanding, learning approaches, fundamental rights and active citizenship.⁸²

The three different learning formats are being implemented in Germany, Spain, Poland, Denmark and Hungary. While the formats vary in terms of their didactical methods and approaches, they follow the same common objectives to promote democratic learning environments:

- addressing democracy-specific topics and contents (participation in society, social inclusion, anti-discriminatory measures, movements and policies, citizenship, equality, moral awareness, justice, human rights),
- facilitating learning and teaching processes that observe and foster democratic principles,
- promoting democracy-specific educational policy goals.

The three approaches include:

- "Street Education" - direct interaction and political dialogue with young people from disadvantaged areas and backgrounds,
- "Investigating Democracy in Action" - working with students and teachers to develop a curriculum module for participatory learning approaches that can be integrated into the teacher training and school curricula,
- "Democracy Workshops" - innovative, experimental and multimedia learning encounters are organized in the form of a future workshop for young people.

These three different approaches are based on tested didactical and methodological principles, that will be evaluated in terms impact, effectiveness and sustainability in a comparative perspective.⁸³

⁸² <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/580426-EPP-1-2016-1-DE-EPPKA3-IPI-SOC-IN>

⁸³ <https://eu.daad.de/infos-fuer-hochschulen/beispiele-aus-der-praxis/erasmusplus-politikunterstuetzung/de/55312-european-learning-environment-formats-for-citizenship-and-democracy-elef/>

3.2 Examples from the Central Asia

3.2.1 The OSCE Academy in Bishkek⁸⁴

| | |
|---|--|
| <i>Country</i> | Kyrgyzstan |
| <i>Level of education</i> | <input checked="" type="checkbox"/> Higher education <input checked="" type="checkbox"/> VET <input type="checkbox"/> Non-formal education |
| <i>Name of the HEI/ VET school/ non-formal education provider</i> | The OSCE Academy in Bishkek |
| <i>Implementation period</i> | Since 2002 |
| <i>Source of funding</i> | 19 OSCE participating countries In-kind contributions from OSCE's other partners |

The OSCE Academy in Bishkek is the OSCE's flagship education initiative in the Central Asian region to promote its commitments to young people in the five Central Asian countries and in Afghanistan. The OSCE Academy aims at fostering regional cooperation, conflict prevention and good governance in Central Asia through post-graduate education, professional trainings and intellectual exchange.

The Academy pursues its mission through the following activities:

- providing expert training and education in human rights, media development, conflict prevention, management, resolution, post-conflict rehabilitation, and in economics, governance and development;
- conducting demand-driven and practice-oriented research on relevant Central Asian topics aiming at local, national and regional security-building;
- supporting the exchange of information and scientific co-operation among Central Asian academic institutions and their international partner organizations;
- establishing and developing a regional network of professionals and researchers.

In 2004, the Academy launched its flagship programme, Masters programme in Political Science with focus on Central Asia. The programme was designed to serve the young generation of intellectuals from the whole region, and thus efforts have been taken to ensure balanced representation of each Central Asian state. In line with international efforts to assist political transition in Afghanistan, the Academy started accepting students from Afghanistan since 2008.

In 2011, the second graduate programme was launched, MA in Economic Governance and Development. This represents a result of the Academy's efforts to maximize its contribution to developing human professional capital in the sectors of particular importance for Central Asian states and societies. This multidisciplinary programme has been attracting students from various fields and with various backgrounds, but with common commitment to contribute to economic development, governance and policy-making in Central Asia.

The Academy develops a wide network of partnerships with leading international and local institutions. Of particular importance has been the cooperation of the Academy with the Geneva Centre for Security Policy (GCSP) and the Norwegian Institute of International Affairs (NUPI).

In 2016, the Memorandum of Understanding between the Organization for Security and Co-operation in Europe and the Government of the Kyrgyz Republic on further activity of the OSCE Academy in

⁸⁴ <http://www.osce-academy.net/en/>

Bishkek was signed. The agreement will allow the Academy to continue educating young professionals for an unlimited period of time.

3.2.2 Central Asia Institute in Tajikistan (CAI)⁸⁵

| | |
|---|--|
| <i>Country</i> | Tajikistan |
| <i>Level of education</i> | <input type="checkbox"/> Higher education <input checked="" type="checkbox"/> VET <input checked="" type="checkbox"/> Non-formal education |
| <i>Name of the HEI/ VET school/ non-formal education provider</i> | Central Asia Institute |
| <i>Implementation period</i> | Since 1996 |
| <i>Source of funding</i> | CAI |

For many young women living in Central Asia, the right to shape the path of their life was limited. Whether dictated by culture, circumstance, family, or poverty, these young women cannot freely choose their career, their partner or even how they spend their days. It's all too common for women in Tajikistan to surrender their chance for education and career to help their struggling families, frequently by marrying an older man or working as low-paid laborers.

Against this backdrop, CAI promotes education, especially girls' education, in the mountainous regions of Tajikistan. The older schoolchildren of the remote regions of Gorno-Badakhshan Autonomous Region (GBAO) participated in courses of English, Russian and IT while staying in Khorog for one month. These courses were organized and financed by CAI in Tajikistan with partner organization Nur. The courses were conducted at the Presidential school and were attended by 44 students from Zhamak village of Vanj District, Vanqala village of Shugnan District, Kona-Kurgan village of Murghab District and Langar village of Ishkashim District. The purpose of these courses was to increase the knowledge of the schoolchildren and to help them in applying to universities after secondary school.

"I have always been craving for getting good education. One thing I want to mention is that the contributions made by CAI in pursue of my education is profound" says Ayperi Kubanichbekova from Tajikistan. She lived with her mother, grandmother, and younger brother in Murghab District until 10th grade. After that she applied for the Future Leaders Exchange Program and continued her studies in the USA. A year later, she came back to Tajikistan and continued her studies at the Aga Khan Lycee in Khorog. After graduating from secondary school Ayperi studied at the Tajik Institute of Foreign Languages (TIFL) in Dushanbe. There she received a bachelor's degree in foreign languages with a specialization in English. In 2013, Ayperi applied for CAI scholarship and became the first CAI scholarship holder in Tajikistan. Ayperi has recently graduated from TIFL and hopes to get her master's degree in law from the University of Bishkek in Kyrgyzstan.⁸⁶

⁸⁵ <https://centralasiainstitute.org/>

⁸⁶ <http://cai-tajikistan.org/>

3.2.3 Vocational Education for Street Children in Kyrgyz Republic ⁸⁷

| | |
|---|---|
| <i>Country</i> | Kyrgyzstan |
| <i>Level of education</i> | <input type="checkbox"/> Higher education <input checked="" type="checkbox"/> VET <input type="checkbox"/> Non-formal education |
| <i>Name of the HEI/ VET school/ non-formal education provider</i> | |
| <i>Implementation period</i> | 1.1.2006 – 30.4.2010 |
| <i>Source of funding</i> | Government of Norway |

This project focused on improving the situation of significant numbers of street children with efforts to support the reintegration of street children into normal life through specialized vocational training in the Bishkek area. It provides vocational training opportunities based on the methodology and pedagogy provided by Akershus University College from Norway.

The following results were achieved:

- Street children methodology with focus on social adaptation into existing vocational education system was developed. 25 teachers passed through intensive capacity building programme and are able to teach vocational education subjects for street children.
- Training curricula and methodological base of VET for street children was elaborated and introduced into vocational education system. Curricula and training materials and certification procedures were developed, prepared and approved in 4 new vocational professions: dry construction foreman, landscaping, hotel and restaurant service, infant child meals.
- VET courses for street children run in schools and employment opportunities for street children are provided through close partnership with private sector. There are 21 rehabilitation groups nationwide established in vocational education system. Only few of them have special vocational training courses for street children due to variety of reasons, such as lacking methodology and training materials, or limited staff. Project helped 3 schools to develop methodologies and trainings programs in different subjects that will be further disseminated among other schools in vocational education system. 135 children participated in vocational training courses with others from disadvantaged families. 90 children successfully graduated from vocational training courses. 80 % of participating students obtained work placements in respective companies and are in regular employment. Some of them continue in higher education.
- Technical capacity of selected schools is strengthened. 3 pilot vocational schools were improved by refurbishing theory classes, labs and dormitories. New equipment has been provided to schools (such as new machinery, sewing machines, computers) that give an opportunity to practice and be prepared for work.

Programme's success can be illustrated by a story of one VET student: "I was a problem child. I could not get along with my parents so I left home and became a street child. Finally, I ended up in the Child Rehabilitation Centre which I did not like at all. Later I was enrolled in this vocational school. Although I had to go through an adjustment period, I did learn a profession, but more importantly I learned here, thanks to my teachers, how to solve my personal problems. I reconciled with my

⁸⁷ <http://dbase.caep-project.org/project/vocational-education-for-street-children-in-kyrgyz-republic/>

parents, and I have no grudge against society any more. After graduating from the school, I registered in a college and I look to the future with confidence.”⁸⁸

3.2.4 Education Improvement Programme

| | |
|---|---|
| <i>Country</i> | Kyrgyzstan, Tajikistan, Kazakhstan |
| <i>Level of education</i> | <input checked="" type="checkbox"/> Higher education <input type="checkbox"/> VET <input type="checkbox"/> Non-formal education |
| <i>Name of the HEI/ VET school/ non-formal education provider</i> | University of Central Asia (UCA) 20 government secondary schools (grades 7-11) few selected private schools |
| <i>Implementation period</i> | |
| <i>Source of funding</i> | UCA |

The mission of UCA is to promote social and economic development of Central Asia, particularly its mountain communities. It aims to provide higher education of an internationally recognised standard and help the people of the region to preserve and build their rich cultural traditions.⁸⁹ Through its Education Improvement Programme (EIP) the UCA aims to pilot a programme fostering high quality education for responsible citizenship in several countries of the region.

EIP⁹⁰ is designed to enhance students' academic achievements and opportunities for entry to high-quality universities and to be ready for responsible citizenship. Based on a cooperation with education ministries, district education officers and school staff, EIP accents Science, Technology, Engineering, Mathematics (STEM), Information Communication Technology (ICT), and English, aiming to develop competencies such as critical thinking, creativity, cooperation and communication, required for full participation in economic, social, and cultural life.

EIP facilitates professional development of teacher educators, secondary school teachers and school administrators to ensure effective delivery of programme outcomes, pilot best practices and innovations that can then be expanded. In each selected district there will be an EIP 'District Resource School', that will share experience more widely with other schools, providing an important cascading effect that will have a much wider impact on school education. Through ongoing research, monitoring and evaluation this programme aims to provide a model that can be extended nationally and regionally. It will contribute to improving the quality of education in Central Asia and promote social and economic development of this region.

EIP will achieve its objectives through the following:

- appoint a Steering Committee to provide guidance during its implementation and ensure delivery of programme outputs and achievement of programme outcomes;
- conduct a literature review to identify the current state and future plans;
- conduct a situational analysis in schools to determine priorities and identify potential improvement strategies;

⁸⁸ <https://erc.undp.org/evaluation/evaluations/detail/4351>

⁸⁹ <http://www.ucentralasia.org/About>

⁹⁰ <http://www.ucentralasia.org/Academics/EIP>

- use low-cost, high-impact strategies to improve the quality of teaching and learning during and after school, to ensure sustainability and scalability;
- work with the Institutes for Professional Development (IPD), Teacher Training Institutes/Methodological Centers (TTI/MC) and Universities to facilitate the professional development of teacher educators, school administrators and secondary school teachers through a programme of activities;
- develop partnerships with the government and NGOs to facilitate attainment of each country's National Education Development Strategy;
- identify capacity of a school in the district to serve as a 'District Resource School';
- conduct ongoing monitoring and evaluation.

3.2.5 UNICEF programmes and activities aimed at fostering inclusiveness of education systems

Kazakhstan: An impact evaluation on a conditional **cash transfer programme for pre-school** education in Kazakhstan, supported by UNICEF, found that the conditional cash transfers significantly increased the proportion of pre-school-age children in poor households who had never attended preschool: in 2012 this figure stood at 84 per cent in treatment areas compared with 70 per cent in control areas (O'Brien et. al., 2013).

UNICEF Tajikistan, in partnership with the NGO Economics and Education and the Ministry of Education, is currently piloting a **school-based early warning system** in 60 schools. Predictors of dropout include attendance, academic difficulties in core subjects, behaviour, being two years' overage, and health and family circumstances. The system is paper-based in remote schools and electronic in 10 pilot schools in Dushanbe, which are using electronic school journals with attendance data. After the needs assessment, a plan is developed for children with three risk factors – or two risk factors and irregular attendance – which is then implemented and monitored. Homeroom teachers or school psychologists are in charge of following up each case, liaising with the student and parents and other community members or organisations where relevant, such as religious leaders or NGOs. (Source: Antonowicz (2014c); Abduvahobov (2015))

UNICEF and the Kyrgyz Academy for Education have jointly developed a practical manual for schools to:

- Support the identification of students out of school.
- Improve school attendance and school absenteeism management.
- Identify students at risk of dropping out and support them adequately.
- Increase the awareness of the need for accurate data entry in the Education Management Information System.
- Provide advice for teachers to engage with families, students and external partners and services.

The manual will be disseminated across the country, making use of the August teachers' conferences, or school social-pedagogues' in-service training and other local or national opportunities to raise awareness about out-of-school children, dropout prevention and tools and best practices to address the issue. (Source: UNICEF Kyrgyzstan (2015))

3.2.6 STRIVE (Strengthening the resilience of youth in universities against extremism and violence)

This programme launched by the NGO Hedayah in March 2015 provides support to initiatives to strengthen resilience against violent extremisms in different regions and countries of the world.

A recent STRIVE project concerning Central Asia could not be identified for the present review report. However, the example below of STRIVE Pakistan could be instructive for neighbouring countries in Central Asia. Furthermore, Hedayah recently (in August 2018) launched a *Call for Proposals* with the aim to identify and support promising *Civil Society Initiatives to prevent/counter violent extremism in Central Asia, Western Balkan and MENA Region*

STRIVE Pakistan

The focus is on strengthening the resilience of youth in universities against extremism and violence. The project builds upon current NGO initiatives to empower and support university students on and off campus to reject extremist thinking and champion tolerance, diversity and peace. Through training modules and the expansion of 'peace hubs' the project will contribute to the development of specific skills and critical thinking. Once equipped with the relevant skills and knowledge, students are expected to disseminate 'Tolerance, Diversity and Peace' (TDP) dialogues within their university campuses and local communities.

In particular: ...the programme is implementing the design, piloting and monitoring of an interactive, activity-based training course on TDP. Master trainers in each university will run sessions with students, faculty and university administrators. The expansion of existing volunteer 'peace hub' activities includes debates, essay and poetry competitions and sports events with a TDP theme. To spread the message even further, the project will support the development of a TDP website and social-media networks to enable students in different participating universities to share their experiences. Training materials will also be published on the website so that other bodies, universities and NGOs can adapt and use them.⁹¹

⁹¹ adapted from: ww.hedayahcenter.org/what-we-do/509/strive-global-program

4 Challenges and Recommendations – with special focus on PVE-E

4.1 Challenges

Build young people's resilience against radicalisation is a very complex agenda, facing two fundamental challenges:

- 1) Radicalisation risks and prevention modalities are highly dependent on the country context and its vulnerability to violent extremism – conflict situation, demographics, citizenship model, education system, etc. Thus, there is not one size fit all approach that can be applied in all countries.
- 2) The amount of relevant and credible research and evidence available for country specific policy making is limited. As a result, political commitment to targeted educational strategies preventing radicalisation differs from country to country.

Nonetheless, there is a common understanding of the important role that **education plays in addressing the drivers of violent extremism and building learners' resilience to hateful narratives and propaganda that legitimize the use of violence**. In other words, this intervention logic suggests that prevention of violent extremism needs to build upon quality education, inclusiveness of education systems and transition of youth to work. Generally accepted premises can be summarised in the following way:

Interlinking quality education, inclusion, and transition to work

Quality education is a powerful tool for shaping people's attitudes and opinions and can even influence the way they treat each other and how they react to a diversity. In accordance with a current global situation full of violent acts and radicalisation the role of education is becoming even more crucial and discussed at a multinational level. It should be noted, however, that "Education cannot prevent an individual from committing a violent act in the name of a violent extremist ideology but the provision of relevant education of good quality can help create the conditions that make it difficult for violent extremist ideologies and acts to proliferate"⁹². The role of education in this area is mainly to create conditions that will strengthen learners' commitment to non-violence and peaceful behaviour and help them to build the defences against extremism and radicalization. The role of educational policies as such is to ensure that the content of education will help learners to develop resilience to violent extremism as well as to create an environment that is not supporting in any way the expansion of extremism.

Interlinking the prevention of violence with other educational priorities and strategies

Results from research⁹³ largely converge on the conclusion that all levels, sub-sectors, and types of education, and even the structure and functioning of the system, can make their contribution to the prevention of violent extremism:

- Early childhood and primary education can foster children's development of empathy, a crucial emotional attitude toward the prevention of intolerance and violence, especially through adequate learning methods.
- At all levels of education, adequate **curriculum and examination contents** (in civic education and other subject matters) but also and even more so appropriate **teaching and learning methods** (role play, group work, project work, etc.), as well as **extra-curricular**

⁹² UNESCO. 2017a. Preventing violent extremism through education. A guide for policy-makers. Available online: <http://unesdoc.unesco.org/images/0024/002477/247764e.pdf>

⁹³ UNESCO (2016). Draft working paper for Guide on PVE through education(unpublished)

activities (sports, theatre groups, etc.) can help to effectively promote critical thinking, self-respect, and social skills which are relevant foundations for tolerance, social inclusion, and intercultural cooperation.

- Vocational education and training, and more widely programs fostering integration into the world of work can participate in these efforts; they have been found particularly effective for helping adolescents and young adults “at the edge” of violent radicalization to (re)integrate into social life and avoid further/future violence (or its support).
- Higher Education is particularly concerned by the challenges that teacher training has to address to generate among the future teachers the necessary skills, knowledge, and behaviour to help children/youth develop the mentioned skills for resilience, tolerance, cooperation, etc. Since it has a high impact on the contents and methods of learning at the preparatory levels, the degree and mode of selection into Higher Education also affects inclusion/exclusion and social cohesion.
- More generally, there seems to be increasing evidence that phenomena of disintegration and “lack of belonging” among youth (which, together with other factors, might lead to extremist attitudes) tend to be less present in countries with integrated and relatively open education systems, that is systems that are not highly selective, exclusive and/or segregated (by public-private; ethnic or religious groups, etc.).

Complementary actions outside the formal education and training sector are generally also particularly relevant. Indeed, in order to be effective, the “educational influences” and “role models” that children and youth receive need to be consistent (or at least not mutually exclusive). In other words, the mentioned skills and attitudes can hardly be developed by school and training institutions alone; they need – if possible - an active support from parents and youth leaders, social workers, cultural/religious authorities, etc.

Inter-sectoral action

Furthermore, discrimination and exclusion are neither generated nor can they be addressed by education alone. Other policy areas such as housing, employment, urban/rural and community development, culture have to take up the challenges as well, and possibly in a converging manner.

Understanding that a coordinated approach is needed, policymakers, teachers, NGOs, private companies, families and parents should work together to identify and implement the most efficient national and local solutions. A comprehensive list of good practices has been drafted by the Global Counterterrorism Forum (GCTF) in cooperation with Hedayah. So-called Abu Dhabi Memorandum on Good Practices on Education and Countering Violent Extremism (CVE) was endorsed by all 29 countries and the EU members of the GCTF in September 2014 in New York. The document is the direct result of series of expert driven activities.

In 2016, a follow-up *Abu Dhabi Plan of Action for Education and Countering Violent Extremism*⁹⁴ providing an illustrative list for how to advance and implement the good practices already outlined in the Abu Dhabi Memorandum has been published. This non-binding action-plan includes specific measures that can be adapted and introduced by individual countries. Given that it is an advanced global initiative in this field, the following Recommendations largely refer to those provided in the mentioned Action Plan, but also to the *Paris Declaration* of EU Ministers responsible for education (2015) and the *UNESCO Guide for policy-makers* ‘Preventing violent extremism through education’. These documents can be used as an inspiration and reference for policies and initiatives both in the EU and Central Asia.

⁹⁴ <http://www.hedayahcenter.org/Admin/Content/File-30102016141558.pdf>

4.2 Recommendations

General Programs and Policies:

- *Promote the awareness of decision-makers* in government institutions, and beyond, to the benefits of education developing human values and preventing violence and extremism.
- Support efforts for *sharing and disseminating good practices* outlined in the Abu Dhabi Memorandum, EU and UN publications on 'good practice' relating to PVE-E and Citizenship Education.
- *Use a multi-sectoral approach* to enhance the effectiveness of PVE interventions through education.
- Design, develop and implement *pilot programs* drawing on the good practices outlined in the Abu Dhabi Memorandum in collaboration with existing initiatives conducted by Hedayah, GCERF and the EU RAN.
- Commission and conduct *research projects to evaluate* – and draw on existing relevant data on – the successes and failures of recent programs integrating education and PVE.
- Ensure that the programs and policies promoted are designed and implemented with full *regard to States' obligations* under international law, including international human rights law.

Initiatives related to curriculum and teaching-learning methods

- Emphasize active learning methods, including through simulations and games, to develop critical-thinking, civic responsibility and human values.
- Integrate values of civic education and civic responsibility into popular subjects such as math, science, engineering and medicine, where relevant, in both state and private, including secular and faith-based, schools to give students a practical application of those values.
- Develop vocational training programs in regions where violent extremist recruitment is triggered by unemployment and foster access of 'youth at risk' to such programs.

Institutional Initiatives (Schools and Higher Education Institutions):

- Most importantly, take legal and other measures (internal 'Rules and Regulations') making the school and university and its environment themselves violence-free, and empower girls and boys alike to experience and learn how to live together in peace.
- Promote teacher development in inter-cultural communication and facilitate opportunities for dialogue and discussion within a school setting on core issues around the prevention of violence and violent extremism.
- Work within the schools and collaborate with educators to identify students that are on the path towards violent extremism and intervene, keeping the students' best interest at the centre of interventions.
- Promote accelerated learning programs that directly addresses dropout rates in countries where this is a significant driver of radicalization and joining violent groups.
- Facilitate platforms that encourage collaboration between schools and private sector companies to assist in job placement after graduation, both at the secondary school level and the higher education level.

- Train students and teachers on how to use the Internet safely and effectively; and integrate counter-narratives strategies into this sort of training.

Government:

- Train state officials (Ministries of Education, Culture, Youth, Sport, Religions) on basic elements of PVE, including general awareness-raising, terminology, and their potential role in preventing and countering violent extremism.
- Link relevant ministries within the government on appropriate intervention plans and strategies.
- Train teachers in communication, critical thinking and resilience in order to prevent or help them manage their own inherent biases and/or behavioural tendencies that may contribute to lead students down the path of radicalization.
- Equip teachers with proper knowledge about violent extremism in their own context, and the push and pull factors that lead to radicalization and recruitment.
- Institutionalize quality standards for learning for all types of schools (including those of religious institutions).

Media and Technology:

- Promote and enhance critical media literacy, particularly by educating children and youth in the use of the Internet and social media, so as to develop resistance to all forms of discrimination and indoctrination.
- Support existing tools and media, as well as develop new tools and media (including games, television shows, radio shows, social media platforms) to reinforce lessons around PVE-E learned in a classroom setting in a fun and interactive way.

Private Sector:

- Target corporate social responsibility programs in the private sector, and include the private sector in public dialogue around PVVE-E.
- Invite interested private sector companies to participate in education and training programs and services for PVE.

Family and Community-Centred Initiatives:

- Train and empower youth to serve as positive mentors to their peer school groups, especially in areas where radicalization and recruitment violent extremist groups is high.
- Involve youth and students in the development of PVE and education programs through the development of opportunities for dialogue and debate.
- Promote interactions between students/out-of-school youth and formal and informal settings providing positive role models (in particular: youth movements; religious leaders; music; sports, arts, etc).
- Develop informal and formal programs for educating parents and families on PVE, including on detecting early warning signs of violence and extremism. Communities and municipalities can, together with schools, play a key role here.

- Create public awareness campaigns to educate the general community on how violence and violent extremism can affect their daily lives, including calls for action.
- Work with religious leaders, where appropriate, on PVE and education in religious schools.

Sports, Arts and Cultural Initiatives:

- Facilitate lectures and discussions between pupils/students and popular sports players and artists as role models to promote non-violent actions.
- Reinforce lessons learned in a formal educational setting through school curricula and after-school programs that engage children through sports and arts.