



Research on the Role of Educational Institutions in Building Resilience of Adolescents to Radicalisation and Violent Extremism in the Kyrgyz Republic



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Thank you,

Research team

SUGGESTED CITATION

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Contents

Executive summary	6
Introduction	11
Methodology.....	13
Research questions	13
Overview of data collection tools	13
Key informant interviews and focus group discussions.....	14
Textual analysis.....	15
Survey.....	16
Sample size and sampling strategy	17
Sampling characteristics of students.....	18
Sampling characteristics of teachers.....	18
Aggregate construct score calculations.....	19
Regression analysis	20
Team training and piloting of tools	20
Limitation and challenges.....	21
Findings.....	22
1. Resilience of adolescents to radicalisation and violent extremism.....	22
1.1 BRAVE score	22
1.2 Scores on teachers' qualification, academic performance, quality of teaching, and child-centred teaching.....	25
1.3 Factors influencing the resilience levels of adolescents	30
1.4 Barriers to child-centred teaching	31
2. Resilience building and prevention of radicalisation and violent extremism	36
2.1 Prevention of radicalisation on the national level.....	36
2.2 Prevention of radicalisation on the district level	37
2.3 Prevention of radicalisation on the community level	38
2.4 Klassnyi chas (class hour)	43
2.5 Piloting a subject on religion	48
3. Support services in schools and residential institutions to students in adverse situations.....	49
3.1 Supporting children in an adverse situation.....	49
3.2 Providing extra-curriculum activities in schools and residential institutions to promote social inclusion of adolescents	51
Conclusion	52
Recommendations	55
References list.....	58
Annex 1: KIIs and FGDs	61
Annex 2: Textual analysis.....	63
Annex 3: Sampled schools	66
Annex 4: Subjects taught by teachers in the survey sample.....	67

ACRONYMS

BRAVE	Building Resilience against Violent Extremism
CCA	Commission of Children's Affairs
DDPE	District Department of Public Education
EECA	Eurasia Foundation of Central Asia
EU	European Union
FGD	Focus Group Discussions
IMA	Inspection for Minors' Affairs
KIIs	Key Informant Interviews
LMP	Local Medical Point
MoES	Ministry of Education and Science
MoH	Ministry of Healthcare
MoIA	Ministry of Internal Affairs
MoLSD	Ministry of Labor and Social Development
NDPE	National Department of Public Education
NGO	Non-governmental Organisation
NAT	National Academic Test
PVE	Prevention of violent extremism
SALGIR	State Agency for Local Government and Interethnic Relations
SCRA	State Commission for Religious Affairs
UN CRC	United Nations Convention on the Rights of the Child
VE	Violent extremism

GLOSSARY

Child-centred teaching	Child-centred teaching involves keeping a child in focus when teaching and stressing child's autonomy and ability to construct knowledge rather than knowledge as something imparted by the teacher as authority (Tzou 2011) as well as premise teaching on child rights, particularly listening to children, respecting their voices, and encouraging their participation in decision-making (UN CRC 1989).
Child rights	According to the United Nations Convention on the Rights of Children (UN CRC 1989), children have rights for protection, care, identity, education, healthcare, and criminal laws appropriate for the age and development of the child, and freedom from any discrimination.
Children's residential institution	An institution in which children without parental/caregiver's care live on an on-going basis.
Educator	A pedagogue engaged in educating and bringing up children in preschool centres, schools, and residential institutions.
Medrese (madrasah)	An Islamic educational institution.
Resilience	The ability to recover from adversity and to overcome or resist negative influences that hamper emotional wellbeing and/or achievement (Grossman et al. 2017).
Social Pedagogue	This position was introduced in schools of the Kyrgyz Republic in 2011. The role of Social Pedagogue is to assist children in difficult life situation by ensuring child's safety and coordinating measures to tackle the issue that the child is facing either in the family or educational institution or community by using available legal and psycho-social services and mechanisms (Imankulova 2010)

Executive summary

This report presents findings of the research on the role of schools and residential institutions¹ in building the resilience of adolescents to radicalisation and violent extremism in Kyrgyzstan. The research was conducted from May 2019 to November 2019 by a team of researchers affiliated with the Eurasia Foundation of Central Asia. It was supported by Hedayah, the Centre of Excellence for Countering Violent Extremism within the STRIVE programme which is a global initiative funded by the European Union (EU) under the Instrument Contributing to Stability and Peace (IcSP).

The research on the resilience of young people to radicalisation and violent extremism in Kyrgyzstan is nascent. Due to a significant gap in knowledge, the study has five explorative questions:

- 1) What is the current level of resilience of adolescents (14-17) to radicalisation and violent extremism?
- 2) Is there any correlation between the resilience levels of pupils depending on teachers' qualifications and/or education outcomes?
- 3) Do schools and residential institutions build the resilience of adolescents (14-17) to prevent their radicalisation and violent extremism? If so, to what extent and how do schools and residential institutions build the resilience of adolescents (14-17) to prevent their radicalisation and violent extremism (any adolescents above 18 who were still in school were added to the research)? To what extent do these activities of schools and residential institutions contribute to the implementation of PVE goals of the Youth Policy 2017 – 2020?
- 4) What type of support do schools and residential institutions provide to adolescents who are in an adverse situation to help them improve their situation?
- 5) To what extent do schools and residential institutions provide extra-curricular opportunities for students to address their isolation and social exclusion (i.e. what measure do schools and residential institutions take to ensure inclusion and social integration)?

The research was conducted in all seven provinces of Kyrgyzstan covering: ten schools piloting a new subject, "History of Religions" (pilot schools), twelve schools with no such a subject (non-pilot schools), and two residential institutions. The subject "History of Religions" was developed by the Ministry of Education and Science (MoES) together with the State Commission for Religious Affairs (SCRA). It was piloted first in 2016 in ten schools. As of October 2019, the subject was rolled out to 56 schools. The main purpose of the subject is to teach students different religions, principles of a secular state, and freedom of religions as well as to develop in students analytical and critical thinking, understanding of religious and social problems, civic awareness, and skills for a non-conflict existence in a secular multi-religious society.

¹ A residential institution is an institution where children with no parental/caregiver care live on an on-going basis.

The study used a mixed-method approach utilising both qualitative and quantitative data collection methods. The survey was conducted with 660 students from non-pilot and pilot schools and 72 students from residential institutions. The Building Resilience against Violent Extremism (BRAVE) measure developed by Grossman and colleagues (2017) was used in the survey with students. The survey was also held with 26 teachers from non-pilot schools, 26 from pilot schools, and only five from residential institutions. The survey questionnaire for teachers explored their qualification, teaching style, and teaching beliefs.

Twenty-five key informant interviews (KIIs) were conducted with key actors involved in PVE such as MoES and its structures on the regional and district levels, SCRA, and schools. Thirty-five focus group discussions (FGDs) were carried out with children, community actor, parents, and teachers. The study also collected and analysed 305 pages of materials developed and used in schools for activities on preventing violent extremism.

To analyse BRAVE data, the guidelines by Brisson et al. (2017) were used. Linear regression was conducted to identify factors explaining BRAVE scores. A thematic approach (Ritchie & Lewis 2003) was applied to analyse data from KIIs, FGDs, and texts.

FINDINGS

The current level of resilience of adolescents to radicalisation and violent extremism and factors influencing BRAVE scores

The analysis revealed the following breakdown of BRAVE scores: 71.32 (out of maximum 100 possible) for students from residential institutions, 70.72 for students from pilot schools, and 70.12 for non-pilot school. No statistically significant differences were found between the scores of three educational institutions (at α 0.05 level). The only significant difference was found in the scores on violence-related beliefs and behaviours (sub-domain of BRAVE). Students of pilot schools and residential institutions scored higher than those of non-pilot schools. In the case of pilot schools, this possibly can be explained by the new subject on religions that MoES has been piloting to tackling radicalisation and violent extremism. In the case of residential institutions, tighter supervision and monitoring of the government over these institutions might explain that both children and teachers work on preventing any type of violence.

A most striking finding of the study was that child-centred teaching reported by students (in all three types of educational institutions) and child-centred teaching beliefs reported by teachers (except residential institutions) were significant factors explaining BRAVE scores. Child-centred teaching was conceptualised as keeping a child in focus when teaching and stressing child's autonomy and ability to construct knowledge rather than knowledge as something imparted by the teacher as authority (Tzou 2011) as well as premise teaching on child rights, particularly listening to children, respecting their voices, and encouraging their participation in decision-making (UN CRC 1989).

Contrary to a common assumption that socio-economic vulnerability can put one at risk of radicalisation, in our analysis, a social-economic status of students did not show any significant influence on the BRAVE scores.

Interestingly, children's age had a negative influence on the BRAVE score in all schools. In other words, older children (of school age) had lower resilience scores. However, this was (statistically) significant only in non-pilot schools. Connected to this, it was discovered during interviews that children, especially boys, tend to discontinue their education after the mandatory 9th grade exactly when their BRAVE scores seem to fall reducing their resilience to radicalisation and violent extremism. Teachers' qualification and academic performance were significant factors influencing the BRAVE score of students only in pilot schools.

While children and parents appreciated the commitment of some teachers to teach – based on FGDs comments – they stated a number of shortcomings in teaching ranging from a mediocre school infrastructure to a low salary of teachers resulting in a poor quality of education.

Love, attention, care, upbringing, control, supervision were mentioned in discussions, but child rights as set out in the UN CRC (1989) in a sense of children's participation in decision-making and rights were not mentioned suggesting that child rights are not prominent in the views and practices of adults. A common theme was that some children are now neglected as parents migrate for work leaving them behind with extended family members who do not provide proper care.

According to qualitative data, the teaching style in schools still tends to be teacher-centred, where a teacher is seen as a key authority to impart knowledge with the only outcome of academic excellence; while other life skills are left out. Though in the last few years, child-centred teaching started to be introduced with a focus on critical thinking, problem-solving, and independent learning.

The role of schools and residential institutions in building the resilience of adolescents to radicalisation and violent extremism and their contribution to the implementation of Youth Policy 2017 – 2020

The research found that the prevention of violent extremism according to the Youth Policy 2017-2020 is trickling down to the community level. Schools appear to contribute to the implementation of the policy mainly through *Klassnyi chas* and other activities such as discussion, guest lectures, and social events. These activities are regularly conducted and include topics on prevention of radicalisation and violent extremism and promoting peace on the community and family level. *Klassnyi chas* (class hour) is one of the key subjects in the school programme used to teach non-academic topics (e.g. personal development, social norms, road safety, crime, violence) and foster soft skills like critical thinking, conflict resolution, and management of emotions.

However, the study indicated that teachers do not know about the nationwide policy and conduct *klassnyi chas* because of the instructions of the District Department of Public Educations (DDPEs). Giving them information about the policy could improve their engagement with the subject. Further, teachers said that they need training and knowledge on preventing radicalisation and violent extremism as at the moment they lack adequate understanding of the topic. They also wished to have visual aids, books, brochures, and additional time as well as financial incentives to improve their

lessons. They also noted better cooperation with religious scholars and religious leaders at the community level would benefit them in tackling the topics on religion and religious radicalisation. This was also voiced by religious leaders at the community level who contested that they should be involved in any religious-related activities.

Support of schools and residential institutions to children in adverse situations and activities on promoting social inclusion

Given the available resources and capacity, schools appear to be doing their best to support children in adverse circumstances. Notably, social pedagogues appeared to be doing extensive work to help children, who are from low-income families or whose parents are in labour migration. However, a shortage of staff, especially psycho-social support staff such as psychologists seem to limit schools' support to children in an adverse situation. Extra-curriculum activities are typically conducted in the form of sports competitions and social events several times a year when there are major public holidays. Apart from this, most schools, especially in rural areas, do not have infrastructure and resources to provide regular extra-curriculum activities for children. The events that are conducted at the moment seem to exclude passive children, who do not study well and lack self-esteem as teachers tend to involve students who are active and do well academically.

Recommendations

For relevant government institutions at the national and district levels (MoES and DDPEs)

- Raising the awareness of key stakeholders (public education institutions at the national, district, and community levels including school administration, teachers as well as private and religious educational institutions) as well as general public (parents, community leaders, community-based organisations) about the importance of child-centred teaching based on child rights in building the resilience of children to radicalisation and violent extremism.
- Strengthening capacity of schools and teachers in delivering child-centred teaching focused on the needs, rights, and voices of children to develop their individual capabilities.
- Taking into account that most of the challenges of schools such as lack of funding have persisted since the independence of Kyrgyzstan, new ways of improving the situation may be considered such as a better engagement of communities into ensuring transparency, accountability to the education process in schools including its funding.
- Rolling out the pilot subject on “History of Religions” as, according to the study, it appears to have influenced violence-related beliefs and behaviours of students.

For relevant actors at the community level (school administrations, community organisations, and parents/caregivers)

- Strengthening work with parents and caregivers, especially those who are left to care for children whose parents are in migration, which includes improving their communication skills for building supportive relations with children, increasing their awareness on children's resilience to radicalisation, and increasing the availability of psychologists to support parents/caregivers and children.
- Expanding extra curriculum activities to promote the social inclusion of children by teaching life skills, socio-emotional intelligence, and organising talks on future professions and social norms and ensuring all children have a similar opportunity to be involved (not only academically well-performing students).
- Starting building resilience activities earlier than the ninth grade as it has emerged from the study that the drop-out rates are high after the ninth grade.
- Building capacity of teachers, especially social pedagogues to deal with cases of children in adverse situations

The report consists of six key sections. The first section is an introduction which puts the research into context by referring to the relevant literature. The second section provides an overview of the methodology of the study. The third section presents findings on the resilience of adolescents to radicalisation and violent extremism by discussing BRAVE scores and factors influencing the resilience of adolescents. The fourth section discusses findings on the activities on resilience building and radicalisation prevention in educational institutions. The fifth section spells out the study outcomes on the support services in schools and residential institutions. The report concludes by summarising the key findings of the study and providing recommendations to the relevant stakeholders.

1. Introduction

Radicalisation has come to the forefront as a pressing problem in the Kyrgyz Republic over the past few years. The number of Kyrgyzstanis fighting in Syria increased from 250 in 2015 to 1000 in 2017 (Larionov 2018). Since 2017 young people from Central Asia, including the Kyrgyz Republic, were reported to be involved in terrorist attacks in New York, Stockholm, Saint Petersburg, and Istanbul (Elshimi et al. 2018).

Radicalisation can be generally defined as a process of developing radical ideas and values (that can be of religious, racial or political nature) which may be a pathway to violent extremism (Silber & Bhatt 2007, Özerdem & Podder 2011, Onuoha 2014).

There is no single risk factor making young people radicalise and become involved in violent extremism. Instead, it is a combination of factors playing together. The risk factors are diverse and range from socioeconomic, cultural, and political factors to powerful narratives of extremist organisations (Krueger and Malečková 2003; de Mesquita 2005; Precht 2007; Roy 2008; Yusuf 2008; Kugelman & Hathaway 2011; Bizina and Gray 2014; Berger & Morgan 2015; Mirahmadi 2016; Yom & Sammour 2017; de Silva 2018). As Holmer (2013) put it: “There is no way to determine whether an individual in certain circumstances, with a certain disposition, with certain relationships and exposed to certain ideas will end up engaged in violence. It is only possible to gauge vulnerability to this likelihood.”

The literature on the radicalisation of children and youth from vulnerable backgrounds, especially who were deprived of adequate parental care, is nascent. There is a large gap in the knowledge of to what extent children from disadvantaged households and brought up without parental care are at risk of radicalisation.

Building resilience of individuals to deal with the underlying factors of radicalisation and violent extremism is one of the key measures in preventing violent extremism (PVE) (Holmer 2013; Aly et al. 2014). Resilience in the context of PVE has been defined as the resources and capacities of people, including youth, to resist narratives of and social network influences toward violent extremism (Grossman et al., 2017). The British Council (2017) aptly sums up the definition of resilience in PVE as:

“The factors, ideas, institutions, issues, trends, or values that enable individuals and communities to resist or prevent violence. This can also be described as the capability of people, groups and communities to rebut and reject proponents of violent extremism and the ideology they promote, and to recover from violent extremism when it manifests itself.” (p.36)

Despite the growing popularity of resilience in the PVE policies internationally, the research on the effectiveness of the concept is nascent (Aly et al. 2014; Grossman et al. 2017). In particular, measuring resilience to violent extremism has been a challenge, including the assessment of the efficacy of educational interventions and social interventions in PVE (Grossman et al. 2017). Grossman and colleagues (2017) developed, tested, and validated the Building Resilience Against Violent Extremism (BRAVE) Scale that specifically focused on measuring the resilience of youth to radicalisation and violent extremism. Many, including Bonnell et al. (2011), assume that resilience to violent extremism is built through education by teaching soft skills such as critical thinking, empathy, communication as well as civic values, democratic participation and social harmony all of which are aspects of resilience.

In the context of Kyrgyzstan, research has not focused on the resilience of children and adolescents, especially from vulnerable backgrounds, to radicalisation and violent extremism. The role of the education system, including schools and residential institutions which provide access to education for vulnerable children, have not been studied at all. Meanwhile, youth (i.e. individuals of 15-24 years old, www.un.org) are a very disadvantaged part of the population in Kyrgyzstan. They constitute the most unemployed social group and lack socio-economic opportunities. For example, youth unemployment (14.2%) is much higher than the general unemployment rate (World Bank 2018). Young people migrate to other countries and are exposed to the risks of radical ideas abroad. Further, many children are left with extended family members or in the residential institutions while their parents are in migration earning for a living. According to UNICEF, 11% of children have at least one parent, and 5% of children in Kyrgyzstan have both parents living abroad as labour migrants (National Statistical Committee of the Kyrgyz Republic and UNICEF, MICS 2014, p. 179).

Internal and external migration is also one of the reasons why children are placed in residential institutions where children without parental/caregiver care live on a regular basis. The residential institutions in Kyrgyzstan have gone through several significant reforms aiming to deinstitutionalise childcare (promoting alternative care options). However, despite all those efforts, there are still 123 residential institutions in the country hosting 8,800 children (Akipress, 2017). Those children come from disadvantaged backgrounds and are mostly “social orphans,” which means that they have at least one parent who does not have means and ability to provide proper care for the child.

The Government of the Kyrgyz Republic has a youth policy for 2017-2020. Preventing radicalisation is one of the focuses which envisages the implementation of a range of activities through educational institutions:

- Conducting awareness-raising activities among youth;
- Organising extracurricular activities, informational events and meetings with the representatives of law enforcement agencies, experts and religious scholars to discuss radicalisation, violent extremism, as well as showing thematic films and videos to students and pupils to form a critical attitude to the ideas of extremism and terrorism;
- Publishing thematic articles and materials for pupils, students, and teachers;
- Carrying out measures aimed at preventing and stopping the involvement of young peoples in illegal activities, including extremism and religious fanaticism.

However, the education system in Kyrgyzstan encounters a number of challenges such as a shortage of funding, a lack of qualified staff, poor availability of teaching materials and resources which are summarised. There is no evidence showing how schools and teachers engage in PVE as per policy above and support children in their academic and non-academic development.

Consequently, this study aims to explore the resilience of adolescents to radicalisation and violent extremism in schools and residential institutions of Kyrgyzstan. In particular, its objective is to study the engagement of educational institutions in teaching the skills and values that contribute to building children’s resilience to radicalisation and violent extremism. The study also examines to what extent schools contribute to the implementation of the Youth Policy.

2. Methodology

Research questions

The study has five research questions which are of exploratory nature due to the fact that very little is known about resilience and role of educational institutions and teachers in PVE in Kyrgyzstan.

- 1) What is the current level of resilience of adolescents (14-17) to radicalisation and violent extremism?
- 2) Is there any correlation between the resilience levels of pupils depending on teachers' qualifications and/or education outcomes?
- 3) Do schools and residential institutions build the resilience of adolescents (14-17) to prevent their radicalisation and violent extremism? If so, to what extent and how do schools and residential institutions build the resilience of adolescents (14-17) to prevent their radicalisation and violent extremism (any adolescents above 18 who were still in school were added to the research)? To what extent do these activities of schools and residential institutions contribute to the implementation of PVE goals of the Youth Policy 2017 – 2020?
- 4) What type of support do schools and residential institutions provide to adolescents who are in an adverse situation to help them improve their situation?
- 5) To what extent do schools and residential institutions provide extra-curricular opportunities for students to address their isolation and social exclusion (i.e. what measure do schools and residential institutions take to ensure inclusion and social integration)?

In the course of study, MoES proposed including schools that have been piloting a new subject “History of Religion” into the sample of the research (details are provided later in the section). As a result, the sample included schools where the new subject was piloted (pilot schools) and was not piloted (non-pilot schools) as well as residential institutions. In light of this, the study also aimed to compare the resilience of students in three types of educational institutions.

Overview of data collection tools

The study used a mixed-method approach to answer the research questions as shown in Table 1. The fieldwork was conducted in seven oblasts (provinces) of Kyrgyzstan.

Table 1: Research questions and type of data to be collected for them

Research questions	Data	Data collection tool
1. What is the current level of resilience of adolescents to radicalisation and violent extremism?	Quantitative	Survey (BRAVE tool) with students
2. Is there any correlation between the resilience levels of pupils depending on teachers' qualifications and education outcomes?	Quantitative/qualitative	Survey with teachers and students
3. Do schools and residential institutions build the resilience of adolescents (14-17) to prevent their radicalisation and violent extremism? If so, to what extent and how do schools and residential institutions build the resilience of adolescents (14-17) to prevent their radicalisation and violent extremism? To what extent do these activities of schools and residential institutions contribute to the implementation of PVE goals of the Youth Policy 2017 – 2020?	Qualitative	Interviews, Focus groups discussions, Analysis of teaching materials and instructions
4. What type of support do schools and residential institutions provide to adolescents who are in an adverse situation to help them improve their situation?	Qualitative	Interviews, Focus group discussions
5. To what extent do schools and residential institutions provide extra-curricular opportunities for students to address their isolation and social exclusion (i.e. what measure do schools and residential institutions take to ensure inclusion and social integration)?	Qualitative	Interviews, Focus group discussions

Key informant interviews and focus group discussions

In all, 25 KIIs and 35 FGDs were conducted with a range of stakeholders: representatives of relevant state institutions, community-based actors, teachers, school management, parents, and children (Table 2).

Table 2: Numbers of conducted interviews and FGDs per actors

Interviews		FGDs	
Actors	Quantity	Actors	Quantity
Juvenile police inspectors	6	Children	8
Regional Educational Departments	8	Community Actors	7
Religion course teachers	9	Parents	7
MoES KR	1	Parents committee	7
State Commission for Religious Affairs	1	Teachers and social teachers	6
TOTAL:	25		35

For selecting representatives from the MoES, Regional Education Departments, and SCRA for interviews, the study used a purposive sampling (Ritchie & Lewis 2003). Participants were chosen if they had particular insights or characteristics, which could enable detailed exploration and understanding of the central study themes. For this, these organisations were contacted and provided information about the study to nominate their representative who would be in the best position to provide us with the necessary information.

FGDs with teachers, community actors, parents, and children were held in local governance areas (*aiyl aimak*) or municipalities (in case of towns) where the sampled schools were located. Details of FGDs (e.g. the number of FGDs held with each actor) are provided Table 28 in

Annex 1. Regions were selected purposefully to make sure that the selected areas represent the geographical diversity of the areas and regions (north/south and urban/rural). We put effort to invite parents and children randomly in order to make sure that participants represent different backgrounds. Community actors were selected purposefully to make sure that they could contribute the relevant information. Each FGD comprised of 6 – 12 people.

All the interviews and FGDs were recorded and transcribed. The transcripts were reviewed to identify important themes recurring in the data. The codes were based on the interview and FG questions that explored the research questions. Descriptive accounts of the identified themes were written up and explanatory links between different themes were established.

Textual analysis

During the fieldwork, a variety of materials were collected from school:

- Plans of the class teachers or extracts from the plans. Every class teacher develops an educational annual plan;
- Extracts from the thematic lessons on extremism and a variety of other topics;
- Other materials used in class hour lessons (*klassnyi chas*) such as posters, pictures drawn by children, articles from newspapers;
- Photocopies of the cover and content pages of the book “History of the Religious Culture” (for the 9th grade);
- Photocopies of the cover and content page of the Methodological Guidance for teachers on the book History of the Religious Culture (2018).

Of the 24 educational institutions, 17 schools provided materials; while, seven including both residential institutions did not provide any materials. As a result, 174 pages of materials were collected from eight non-pilot schools and 131 pages from seven pilot schools (Table 29). Annex 2 provides details on the collected materials by grades, regions, and format (i.e. electronic or hard-copy). Once all the text was in the electronic format, it was coded in MS Excel. The codes were developed based on the research questions.

Survey

The quantitative part of the study included a survey of children using the Building Resilience Against Violent Extremism (BRAVE) scale. Specifically, the BRAVE tool measures the following five factors (Grossman et al. 2017, p 44):

1. *Cultural identity and connectedness*: Familiarity with one’s own cultural heritage, practices, beliefs, traditions, values and norms (can involve more than one culture); knowledge of ‘mainstream’ cultural practices, beliefs, traditions, values and norms if different from own cultural heritage; having a sense of cultural pride; feeling anchored in one’s own cultural beliefs

and practices; feeling that one's culture is accepted by the wider community; feeling able to share one's culture with others;

2. *Bridging capital*: Trust and confidence in people from other groups; support for and from people from other groups; the strength of ties to people outside one's group; having the skills, knowledge and confidence to connect with other groups; valuing inter-group harmony; active engagement with people from other groups;

3. *Linking capital*: Trust and confidence in government and authority figures; trust in community organisations; having the skills, knowledge and resources to make use of institutions and organisations outside one's local community; ability to contribute to or influence policy and decision making relating to one's own community;

4. *Violence-related behaviours*: Willingness to speak out publicly against violence; willingness to challenge the use of violence by others; acceptance of violence as a legitimate means of resolving conflicts;

5. *Violence-related beliefs*: Degree to which violence is seen to confer status and respect; the degree to which violence is normalised or well tolerated for any age group in the community.

The survey questionnaire also had questions on academic performance and teaching approaches. It also collected demographic information about students such as gender, age, ethnicity, migration, and household composition.

The survey was also conducted with teachers of the students who were part of the survey. The survey questionnaires asked teachers about their qualifications, child-centred teaching beliefs, child-centred teaching practices, and *klassnyi chas*.

Sample size and sampling strategy

In the original design, two population groups of the survey were students in public schools and residential institutions. The intended sample size was 660 students from 22 public schools and 462 from 10 residential institutions. The Probability Proportionate to Size (PPS) sampling strategy was used to select schools and residential institutions from the sampling frame of schools and residential institutions in the country.

However, during the process of seeking permission from the MoES to collect data from the sampled schools and residential institutions, the MoES highly proposed replacing half of the public schools in the sampled list with the ones where the MoES had been piloting a new subject on religion. This created an opportunity for the study to explore the experiences of teachers teaching this new subject and assess an impact (if any) made by this new subject on the resilience of students to radicalisation and violent extremism by comparing these schools with the ones where the subject has not been piloted yet. The MoES provided EFCA with a letter that enabled the research team to access schools.

As a result, ten schools in the sample were pilot schools and the remaining 12 schools were non-pilot schools as per original sampling. The random selection of classes from the available pool of classes was ensured by the fieldwork coordinators. Typically, two classes from each school were randomly selected (as this was sufficient to ensure the sample size of 30 students from each school). The

selection of students within each class was also randomised which was ensured by the fieldwork coordinators.

Table 3: Number of surveyed students in three types of educational institutions

Type of educational institution	Number of surveyed students
Non-pilot schools	360
Pilot schools	300
Residential institutions	72

As for residential institutions, the MoES granted permission for data collection from only two of originally proposed ten residential institutions. Due to this change, the research team lifted the quota of 46 students per institution which resulted in the sample size of 72 students from residential institutions. The list of schools where data was collected is provided in Annex 3.

The survey was also conducted with 26 teachers in non-pilot schools, 26 in pilot schools, and 3 teachers in residential institutions.

non-pilot and 100% in residential schools. All teachers (100%) in residential institutions have a university degree. Both in the pilot and non-pilot schools, 96% of teachers said that they had a university degree; although there was a difference in the number of teachers having full-time or part-time education² as shown in Table 5. The sample also included teachers of different subjects (details are provided in Annex 4).

Table 5: Demographic data of teachers

Question	Pilot schools (n=26)	Non-pilot schools (n=26)	Residential institutions (n=5)
How old are you? (Average)	47	47	35
What is your gender?			
Female	100%	92%	100%
Male	0	8%	0
What is your current employment status as a teacher?			
Full-time (more than 90% of full-time hours)	92%	85%	100%
Part-time (71-90% of full-time hours)	4%	15%	0%
Part-time (50-70% of full-time hours)	4%	0%	0%
Part-time (less than 50% of full-time hours)	0%	0%	0%
What is the highest level of formal education you have completed?			
Secondary school	0%	0%	0%
Pedagogical college	4%	0%	0%
University (high education diploma) – full-time	88%	73%	80%
University (high education diploma) – part-time	8%	23%	20%
Other (specify)	0%	4%	0%
Prefer not to answer	0%	0%	0%

Aggregate construct score calculations

BRAVE score

To analyse BRAVE data, the steps of aggregate score calculations described by Brisson et al. (2017) were followed. Consequently, an aggregate BRAVE score was produced by summing up all individual measurement item scores. Cases with a missing value for at least one measurement item were excluded from the analysis. Negative items were reverse coded. Higher scores indicate higher levels of resilience to violent extremism. A listwise exclusion method was used. The exact number of

² There are no differences in the curriculum of full-time and part-time students. The certificates issued to full-time and part-time students are no different either. The key difference is that part-time students study on campus only 2-3 weeks. The rest of the time they do home-based independent study. Twice a year they sit exams.

excluded cases varied for each sub-construct of BRAVE. The numbers of cases (n) used for the analysis of each BRAVE sub-construct are shown in the relevant tables of the *Findings* section.

Teachers' qualification

To analyse the relationships between students' BRAVE score and teachers' qualification, three questions were aggregated to produce a *teachers' qualification* score:

- 1) What is the highest level of formal education you have completed? The following scores were given to each answer option: secondary school (1), pedagogical college (2), University part-time education (3), University full-time education (4);
- 2) During the last 12 months, did you participate in any qualification raising activities? The following scores were given to each answer option: No, I did not participate in such activities (1), and Yes, I did participate in such activities (4)
- 3) Have you received any awards for teaching? The following scores were given to each answer option: No (1) and Yes (4)

Other relevant questions, such as years of teaching experience, were not relevant enough (i.e. were similar for almost all respondents) and, thus, were not included in the aggregate score calculation.

The aggregate score for teachers' qualification was calculated by summing up scores assigned to responses on each of the above questions. This suggests that the score could range from a minimum value of 3 to a maximum value of 12. No missing values were observed in the dataset on any of the questions of this construct.

Regression analysis

A linear regression was undertaken to explore factors explaining resilience of adolescents to violent extremism aggregate scores of seven variables: 1) students' age, 2) students' socio-economic background, 3) students' self-reported academic performance, 4) quality of teaching reported by students, 5) child-centred teaching reported by students, 6) teachers' qualification, 7) child-centred teaching beliefs and practices (separately) reported by teachers.

For the regression analysis, the databases of students and teachers were brought together. In other words, teachers were matched with the students they teach.

Team training and piloting of tools

The research team delivered a 1-day training to the enumerators in July 2019 on the methodology of the study and administration of survey questionnaires. In addition, each enumerator installed Open Data Kit to android mobile devices. The enumerators conducted piloting of the tools: each of them conducted two surveys in Russian, and two surveys in Kyrgyz. The feedback given as a result of the piloting was incorporated. Mostly the feedback was related to the formulation of certain sentences in Russian.

Limitation and challenges

- The initial list of schools sampled out for the study using a PPS method was changed by the MoES. The ministry suggested replacing half of the schools in the list with schools piloting a new subject on religions. Consequently, there were changes in the research sites. Despite this, the team tried to ensure that regions remained close to the ones that were sampled out initially.
- Due to the inclusion of pilot schools to the study, it was decided to conduct semi-structured interviews with teachers of the new subject on religion to gain more information from them. The research team also collected teaching materials from these teachers for the textual analysis. This additional component enabled to make a comparison between the schools that have lessons on religion and those who do not have them.
- The MoES allowed the research team to access only two residential institutions i) a residential institution after Myrzake in Ozgon district, Osh oblast, and ii) a boarding school #71 located in Bishkek. The research team is not sure to what extent these residential institutions represent others. One of them also appeared to be sponsored by external donors. For this reason, the findings from residential institutions should be taken with some caution and should not be generalised to all residential institutions of the country.
- The sample size of teachers from residential institutions was too small ($n = 5$), which limited the analysis.
- In some schools in the remote locations, there were few students from the 10th and 11th grades, which was required by the study methodology. To mitigate this, the research team interviewed students from the 8th and 9th grades in these schools.
- In some schools, more than 30 students were interviewed for the survey. Extra students were included to ensure that we meet the targeted sample size of 660 students for public schools. When data collection ended, it became clear that this target was exceeded as 750 students participated in the survey. However, during analysis, it was decided to adhere to the initial methodology that used a PPS sampling to ensure that all schools are represented equally in the sample. Consequently, extra students after the 30th respondent were removed from the dataset of the relevant schools. In other words, only the first 30 respondents (based on the date and time of the survey administration) were kept in the database to ensure there is no bias from the side of the researchers in selecting respondents.
- Due to a lack of official permission from the Ministry of Internal Affairs, the Inspections for Minors' Affairs (IMA) of Leninskyi rayon of Bishkek city and Jayilskyi rayon of Chui oblast refused to participate in the research. However, it was possible to interview six IMAs of Osh, Jalalabad, Talas, Issyk-Kul and Naryn oblasts.
- FGDs with parents were attended mostly by active parents of students who studied well (i.e. good students). This might be a potential source of bias in data as children in an adverse situation would be at high risk of not performing well in school.

Findings

3. Resilience of adolescents to radicalisation and violent extremism

3.1 BRAVE score

As noted in the methodology chapter, the BRAVE score can range from a minimum value of 20 to a maximum value of 100. The BRAVE analysis guidelines (Brisson 2017) does not state how to draw a cut-off threshold for making a judgment about the level of resilience (i.e. weak or strong resilience). The guidelines say that higher scores indicate greater levels of characteristics associated with resilience to violent extremism (Brisson 2017). Nonetheless, in Table 6, we provide a five-point scale that could be aligned with the BRAVE scores as one of the ways for interpreting the outcomes of the BRAVE analysis within this study.

Table 6: Five-point scale interpretation of BRAVE scores

BRAVE score	Five-point scale
20	Poor
40	Fair
60	Moderate
80	Good
100	Excellent

Table 7 presents the outcomes of the analysis. As can be seen, students of residential institutions had the highest BRAVE score (71.32), followed by the score of the students from pilot schools (70.72). Students of non-pilot schools had the lowest score (70.12). Refereeing to Table 6, we can say that these scores fall between the categories of Moderate and Good. However, the differences in the overall BRAVE scores of the three types of educational institutions are not statistically significant at the α - 0.05 point.

Table 7: Overall BRAVE scores of students in three educational institutions

Sub-construct	Measurement item	A			B			C			Comparing B-A		Comparing C-A		Comparing C-B	
		Non-pilot schools			Pilot schools			Residential inst.			Difference	p-value	Difference	p-value	Difference	p-value
		N	Mean	SD	N	Mean	SD	N	Mean	SD						
Calculations using all 20 items	Cultural Identity	328	15.06	1.954	277	14.90	2.026	69	15.33	1.624	-0.16	0.247	0.27	0.192	0.43	0.070
	Bridging Capital	332	13.01	2.478	280	13.07	2.388	65	12.49	2.209	0.06	0.381	-0.52	0.094	-0.58	0.069
	Linking Capital	334	12.97	2.731	280	12.68	2.629	63	13.00	2.502	-0.29	0.163	0.03	0.397	0.32	0.264
	Violence Related Behaviour	328	18.09	2.531	278	18.33	2.665	65	18.72	1.833	0.24	0.211	0.63	0.025	0.39	0.149
	Violence Related Beliefs	343	11.09	2.025	286	11.72	2.034	69	11.80	1.762	0.63	0.000	0.71	0.005	0.08	0.378
	Overall BRAVE score	293	70.12	6.850	243	70.72	6.823	53	71.32	5.774	0.60	0.240	1.20	0.160	0.60	0.320
Valid N (excluding missing values listwise)		293			243			53								

Next, Table 8 shows that only two domains (Violence Related Behaviour and Violence Related Beliefs) of the BRAVE construct had statistically significant differences in the scores of the three educational institutions. Students from non-pilot schools had the lowest scores for both domains indicating that

their beliefs and behaviour were more in favour of violence. Specifically, the score of non-pilot schools for Violence Related Beliefs is significantly lower than those of pilot schools and residential institutions. The score of non-pilot schools for Violence Related Behaviour is also significantly lower than that of residential institutions. No statistically significant differences were found in the scores of pilot schools and residential institutions.

The possible explanation for this interesting finding can be the fact that i) pilot schools have been teaching students a new subject on religions which has a section on extremism and terrorism as a result of which students learned that violence is not good; ii) pilot schools may have more quality teaching techniques, and ii) residential institutions may have a stricter supervision over children and tighter rules monitoring violence and anti-social behaviour. For instances, one of the interviewed teachers, who studied in the residential institution, noted that residential institutions provide better supervision for children and there is a stronger adherence to rules, self-discipline among children, monitoring by teachers, and help from peers.

Table 8: Scores of two domains (Violence-related behaviour and violence-related beliefs)

Sub-construct	Measurement item	A			B			C			Comparing B-A		Comparing C-A		Comparing C-B	
		Non-pilot schools			Pilot schools			Residential inst.			Difference	p-value	Difference	p-value	Difference	p-value
		N	Mean	SD	N	Mean	SD	N	Mean	SD						
Violence related behaviour	I am willing to speak out publicly against violence in my community.	350	3.71	0.924	297	3.80	0.908	72	3.82	0.657	0.09	0.183	0.11	0.195	0.02	0.390
	I am willing to challenge the violent behaviour of others in my community.	352	3.33	0.981	296	3.34	1.036	71	3.72	0.929	0.01	0.396	0.39	0.002	0.38	0.004
	Words and dialogue are the best way to resolve disputes.	353	3.88	0.734	298	3.82	0.833	70	4.01	0.551	-0.06	0.249	0.13	0.094	0.19	0.027
	I avoid violent situations.	349	3.68	0.994	286	3.79	1.001	70	3.64	0.948	0.11	0.154	-0.04	0.379	-0.15	0.201
	Even if others are violent toward me, I do not respond with violence.	353	3.38	1.162	299	3.47	1.060	70	3.46	0.988	0.09	0.235	0.08	0.333	-0.01	0.398
Violence related beliefs (reverse coded, i.e. higher score indicates higher resilience to violence)	My community accepts that young people may use violence to solve problems.	350	3.60	0.939	294	3.82	0.930	70	3.84	0.810	0.22	0.005	0.24	0.035	0.02	0.393
	Being violent helps show how strong I am.	356	3.83	0.942	292	3.98	0.883	70	4.14	0.490	0.15	0.045	0.31	0.000	0.16	0.049
	Being violent helps me earn the respect of others.	351	3.65	0.997	296	3.93	1.006	72	3.76	0.971	0.28	0.001	0.11	0.273	-0.17	0.166

Looking at the individual items of the two domains (Violence related behaviour and Violence related beliefs) revealed a number of statistically significant differences in the item means of students from the three educational institutions. As evident from Table 8, students from non-pilot schools tended to believe that i) their community accepts that young people may use violence to solve problems, ii) being violent helps show how strong they are, and iii) being violent helps them earn the respect of others as the means of these items were significantly lower than those of students from pilot schools (all three items) and from residential institutions (first two items).

Interestingly, students from residential institutions believed least that being violent helps show how strong they are (mean value of residential institutions =4.14, mean of non-pilot schools = 3.83, mean of pilot schools = 3.98, $p < 0.05$). The results also show that students from residential institutions are more likely i) to believe that words and dialogue are the best way to resolve disputes and ii) to challenge the violent behaviour of others in their community as the means of residential institutions for these items were significantly higher than those of non-pilot schools and pilot schools (Table 8).

These findings need to be interpreted with some caution due to a bias in the sample of residential institutions, as discussed in the limitations section.

Qualitative data provided some insights into violence-related beliefs and perceptions of children. It should be noted that no differences were found in the responses of children from the three educational institutions. On the one hand, children showed an understanding of radicalisation, violent extremism, conflict, and anti-social behaviour. They considered these to be negative phenomena harming communities. On the other hand, some children who experience violence in their lives accepted it. For example, they said that it was acceptable for boys to fight on the streets as all men should go through these since “*these [street fights] are life’s lessons.*” These children also talked about physical punishment in schools by teachers which they also accepted as a norm. Few children in FGDs preferred physical punishment rather than scolding by teachers.

Triangulation of BRAVE results with a prevalence of violence (physical, psychological, sexual, extortion, cyberbullying, gender-based violence, discriminatory actions or statements) in the educational institutions did not provide particularly meaningful insights (children might have preferred not to answer honestly). As Table 9 indicates, over 90% of students in all three types of educational institutions reported that i) they have not been victims of any kind of violence (93% (336 of 360) in non-pilot schools, 92% (275 of 300) in pilot schools, 93% (67 of 72) in residential institutions) and ii) they have not been involved in violence (94% (337 of 360) in non-pilot schools, 94% (281 of 300) in pilot schools, 90% (65 of 72) in residential institutions). However, higher percentages of students across all educational institutions said that they had helped people affected by violence (22% in non-pilot schools, 23% in pilot schools, and 28% in residential institutions). Most of those who experienced or was involved or helped people affected by violence reported that it was either physical or psychological violence.

Table 9: Answers of students to questions on prevalence of violence

Answer options	Have you ever been victims of violence (of any kind)?			Have you ever helped people affected by violence?			Have you ever been involved in violence?		
	non-pilot	pilot	resdn. inst.	non-pilot	pilot	resdn. inst.	non-pilot	pilot	resdn. inst.
No	93%	92%	93%	74%	73%	64%	94%	94%	90%
Yes	4%	6%	4%	22%	23%	28%	3%	2%	3%
Prefer not to answer	3%	2%	3%	4%	4%	8%	4%	4%	7%
If yes, to what type of violence can that incident be attributed to (multiple choice question):									
Physical	42%	50%	100%	40%	39%	37%	53%	80%	100%
Psychological	33%	23%	0%	38%	25%	53%	13%	0%	0%
Sexual	8%	3%	0%	4%	9%	0%	7%	0%	0%
Extortion	8%	13%	0%	7%	15%	5%	0%	0%	0%
Cyberbullying	0%	0%	0%	0%	2%	0%	0%	0%	0%
Gender-based violence	0%	3%	0%	2%	4%	0%	7%	0%	0%
Discriminatory actions or statements	8%	7%	0%	9%	6%	5%	20%	20%	0%
Frequency of the incidents									
It was one-off case	50%	3%	50%	18%	9%	26%	13%	60%	0%
It was a systematically recurring violence	25%	0%	0%	7%	2%	21%	7%	0%	0%
Prefer not to answer	0%	0%	50%	12%	5%	11%	7%	0%	0%
Missing answer	25%	97%	0%	62%	85%	42%	73%	40%	100%

At KIIs and FGDs, among all study participants from all categories (state actors, teachers, parents, parental communities, and community actors), only one teacher reported having personal experience of dealing with a case of radicalisation. Other study participants did not encounter any case of youth radicalisation and spoke hypothetically about radicalisation and violent extremism during interviews and FGDs.

3.2 Scores on teachers' qualification, academic performance, quality of teaching, and child-centred teaching

Teachers' qualification

Teachers from residential institutions appeared to be less qualified than those from public schools (i.e. have less teaching awards, fewer of them participated in the qualification raising activities in the last 12 months). However, these differences are not statistically significant since the sample size of teachers from residential institutions was small (N=5). The only statistically significant difference is that teachers from non-pilot schools received a greater number of various teaching awards than those from pilot schools (Table 10).

Table 10: Teachers' qualification measurement items and aggregate scores

Subject areas	A			B			C			Comparing B-A		Comparing C-A		Comparing C-B	
	Non-pilot schools			Pilot schools			Residential inst.			Difference	p-value	Difference	p-value	Difference	p-value
	N	Mean	SD	N	Mean	SD	N	Mean	SD						
Have you received any awards for teaching?	28	4.00	0.000	26	3.54	1.104	5	3.40	1.342	-0.46	0.042	-0.60	0.242	-0.14	0.389
What is the highest level of formal education you have completed? Please mark one choice.	28	3.82	0.390	26	3.81	0.491	5	3.80	0.447	-0.01	0.398	-0.02	0.397	-0.01	0.399
During the last 12 months, did you participate in any qualification raising activities?	28	2.71	1.512	26	3.19	1.357	5	2.80	1.643	0.48	0.187	0.09	0.396	-0.39	0.352
Teacher Qualification aggregate score	28	10.54	1.621	26	10.54	1.794	5	10.00	2.828	0.00	-	-0.54	0.366	-0.54	0.367

Valid N (listwise)

28

26

5

Academic performance

Academic performance was measured using self-reported assessment of students' performance in seven areas (as grouped and classified by the MoES): languages, social sciences, mathematics, natural sciences, technological sciences, art and physical education. Each area of knowledge was measured using a 7-point scale, ranging from a minimum value of *extremely poor* (1) to a maximum value of *excellent* (7).

For consistency in the aggregate scoring approach, the academic performance aggregate score was calculated as a sum of scores given by respondents on each of seven knowledge areas stated above. Thus, the score can range from a minimum value of 7 to a maximum value of 49. In cases where a respondent did not respond to at least one question, that respondent's score was not calculated (as absence of even one value would distort overall score for that respondent), i.e. a listwise exclusion method was used. The exact number of excluded cases varied for each sub-construct of BRAVE. The numbers of cases (n) used for the analysis of each BRAVE sub-construct are shown in the relevant tables.

Table 11 presents the mean averages for each subject and an aggregate score. It shows that the aggregate scores for all three types of educational institutions are below 49 (between average and good). Non-pilot schools have the highest aggregate score (39.68), followed by pilot schools (38.76) and residential institutions (38.76). However, t-tests did not reveal statistically significant differences between these aggregate scores. When looking at the individual areas, statistically significant differences can be seen only in the mathematics and physical education scores. The mathematics score of non-pilot schools is significantly higher than that of residential institutions. Similarly, the physical education score of non-pilot schools is significantly higher than that of the pilot and residential institutions (Table 11).

Table 11: Self-reported students' academic performance in each of the key subject areas (1- Extremely poor, 7 – Excellent)

Subject areas	A			B			C			Comparing B-A		Comparing C-A		Comparing C-B	
	Non-pilot schools			Pilot schools			Residential inst.			Difference	p-value	Difference	p-value	Difference	p-value
	N	Mean	SD	N	Mean	SD	N	Mean	SD						
Languages	349	5.61	1.156	295	5.66	1.041	71	5.58	1.091	0.05	0.34	-0.03	0.39	-0.08	0.34
Social Sciences	355	5.50	1.211	300	5.55	1.186	72	5.64	1.259	0.05	0.35	0.14	0.27	0.09	0.34
Mathematics	355	5.34	1.260	299	5.20	1.227	72	5.01	1.193	-0.14	0.14	-0.33	0.04	-0.19	0.19
Natural Sciences	355	5.50	1.189	300	5.44	1.091	72	5.47	1.233	-0.06	0.32	-0.03	0.39	0.03	0.39
Technological Sciences	343	5.55	1.274	288	5.42	1.210	72	5.28	1.129	-0.13	0.17	-0.27	0.08	-0.14	0.26
Art	350	5.85	1.085	298	5.72	1.174	71	5.90	0.973	-0.13	0.14	0.05	0.37	0.18	0.16
Physical Education	351	6.31	0.857	297	6.14	1.012	72	5.82	1.357	-0.17	0.03	-0.49	0.01	-0.32	0.07
Academic Performance aggregate score	330	39.68	5.369	279	39.23	5.223	70	38.76	5.003	-0.45	0.23	-0.92	0.15	-0.47	0.31

Valid N (excluding missing values listwise)

330

279

70

Quality of teaching

Based on students' answers, an aggregate score was calculated for quality of teaching on seven subjects. Similar to above, quality of teaching was assessed on a 7-point scale from 1- 'Extremely poor' to 7 – 'Excellent'. The quality of teaching aggregate score was calculated as a sum of scores given by respondents on each of the seven subject areas. Thus, the score can range from a minimum value of 7 to a maximum value of 49. In cases where a respondent did not respond to at least one question, all other responses were removed from the analysis. A listwise exclusion method was used. The exact number of excluded cases varied for each sub-construct of BRAVE. The numbers of cases (n) used for the analysis of each BRAVE sub-construct are shown in the relevant tables.

Students in residential institutions reported a significantly higher quality of teaching than students in piloted and non-pilot schools (Table 12). Significantly better teaching quality was reported on languages, natural and technological sciences and art but not on social sciences and mathematics. Next, the comparison of pilot and non-pilot schools revealed a significantly higher quality of teaching in pilot schools. However, the quality of teaching on physical education was significantly higher in non-pilot schools. All other differences between schools were not statistically significant (Table 12).

Table 12: Teaching quality in each of the school subject areas, assessed by students (1- Extremely poor, 7 – Excellent)

Subject areas	A			B			C			Comparing B-A		Comparing C-A		Comparing C-B	
	Non-pilot schools			Pilot schools			Residential inst.			Difference	p-value	Difference	p-value	Difference	p-value
	N	Mean	SD	N	Mean	SD	N	Mean	SD						
Languages	350	6.07	1.054	299	6.10	0.988	72	6.56	0.748	0.03	0.37	0.49	0.00	0.46	0.00
Social Sciences	353	6.11	1.019	299	6.16	0.956	72	6.26	1.075	0.05	0.32	0.15	0.22	0.10	0.31
Mathematics	354	6.15	1.082	299	6.33	0.833	72	6.15	0.914	0.18	0.02	0.00	0.40	-0.18	0.12
Natural Sciences	355	6.00	1.135	299	6.09	0.908	72	6.29	0.615	0.09	0.21	0.29	0.00	0.20	0.03
Technological Sciences	342	5.76	1.323	278	5.81	1.135	70	6.29	0.919	0.05	0.35	0.53	0.00	0.48	0.00
Art	349	6.16	1.016	298	6.09	1.005	72	6.40	1.070	-0.07	0.27	0.24	0.09	0.31	0.03
Physical Education	345	6.32	0.880	298	6.13	1.013	71	6.32	0.752	-0.19	0.02	0.00	0.40	0.19	0.08
Teacher Performance_average	325	6.09	0.730	272	6.10	0.661	69	6.33	0.506	0.01	0.40	0.24	0.00	0.23	0.00
Teacher Performance_aggregate_score	325	42.64	5.111	272	42.69	4.629	69	44.30	3.545	0.05	0.40	1.66	0.00	1.61	0.00

Valid N (excluding missing values listwise)

325

272

69

Child-centred teaching

Students were asked several questions on the teaching approaches used by teachers during their classes (see Table 13). Each question was assessed on a 5-point scale from 1-‘Strongly disagree’ to 5-‘Strongly agree’. Higher scores indicate a higher level of child-centred teaching. The aggregate score for this construct was calculated as a sum of all individual answers of students and, thus, can range between 6 (minimum) and 30 (maximum).

Table 13: Item on child-centred teaching in students' questionnaire

Measurement	Answer options (scores)
My teacher gives me feedback on how well I am doing in my studies and how I could improve	<input type="radio"/> Strongly disagree (1), <input type="radio"/> Disagree (2), <input type="radio"/> Neutral (3), <input type="radio"/> Agree (4), <input type="radio"/> Strongly agree (5)
My teachers inform us about activities happening in a wider school community.	
My teacher encourages us to ask for advice.	
Each student is recognised and able to contribute to the class.	
When children are not happy about something, our teachers quickly address children’s concerns.	
When I have a concern, I can tell that to my teacher because I know that my concern will be addressed.	

Residential institutions had the highest aggregate score (24.15) followed by the non-pilot schools (23.69) and pilot schools (23.61) (see Table 14). However, the differences in these scores are not statistically significant. However, the analysis of individual questions revealed some statistically significant differences. Both pilot schools and residential institutions did significantly better, than non-pilot schools, in terms of teachers informing students of activities happening in the broader school community. Furthermore, students in residential institutions seem to be significantly more comfortable to report their concerns to teachers as they trust that they will address the raised concerns. Finally, interestingly, non-pilot schools seem to outperform pilot schools and residential institutions in terms of timely addressing issues raised by students (see Table 14).

Table 14: The level of child-centred teaching approaches used in schools, reported by students.

Subject areas	A			B			C			Comparing B-A		Comparing C-A		Comparing C-B	
	Non-pilot schools			Pilot schools			Residential inst.			Difference	p-value	Difference	p-value	Difference	p-value
	N	Mean	SD	N	Mean	SD	N	Mean	SD						
My teacher gives me feedback on how well I am doing in my studies and how I could improve	354	3.91	0.749	295	3.92	0.742	72	3.97	0.691	0.01	0.39	0.06	0.32	0.05	0.34
My teacher informs to us about activities happening in a wider school community.	356	3.83	0.872	296	4.01	0.781	71	4.03	0.654	0.18	0.01	0.20	0.03	0.02	0.39
My teacher encourages us to ask for advice.	357	4.11	0.698	296	4.06	0.757	71	4.11	0.398	-0.05	0.27	0.00	0.40	0.05	0.30
Each student is recognised and able to contribute to the class.	357	4.00	0.759	299	3.92	0.830	71	4.07	0.488	-0.08	0.18	0.07	0.24	0.15	0.05
When children are not happy about something our teachers quickly address children's concerns.	355	4.01	0.742	296	3.86	0.793	70	4.00	0.681	-0.15	0.02	-0.01	0.40	0.14	0.13
When I have a concern I can tell that to my teacher because I know that my concern will be addressed.	351	3.76	0.940	297	3.73	0.991	69	3.96	0.716	-0.03	0.37	0.20	0.05	0.23	0.03
Child Centered Teaching Approaches aggregate score	336	23.69	2.999	287	23.61	3.180	68	24.15	2.274	-0.08	0.38	0.46	0.14	0.54	0.11

Valid N (excluding missing values listwise)

336

287

68

Child-centred teaching beliefs were assessed in the teachers' questionnaire using a 5-point scale (Table 15). The items were adopted from the relevant literature. Items b, d, and g were reverse coded. Similar to above, an aggregate score for this construct was calculated by summing up scores given by respondents to each question. Thus, the aggregate score can range from 8 (minimum) to 40 (maximum).

Table 15: Items on child-centred teaching in teachers' questionnaire

Measurement	Answer options (scores)
a) My role as a teacher is to facilitate students' own inquiry	Strongly disagree (1) Disagree (2) Neutral (3) Agree (4) Strongly agree (5)
b) My role as a teacher is to instruct students. (reverse coded)	
c) Students learn best by finding solutions to problems on their own	
d) Memorising the facts about the subject is important to be able for students to recall the material when needed. (reverse coded)	
e) Students should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solved	
f) Thinking and reasoning processes are more important than specific curriculum areas and imparting this knowledge to pupils effectively	
g) My role includes having a secure knowledge of my subject and curriculum areas and imparting this knowledge to pupils effectively. (reverse coded)	
h) My role includes keeping up to date with developments in my subject or specialism	

All of the questions below did not produce statistically significant results except for one question where teachers from residential institutions (relative to public school teachers) agreed to a lesser degree with the statement that it is their role as a teacher to stay up-to-date with their subject of speciality (see Table 16)

Table 16: Aggregate scores of teachers on child-centred beliefs

Construct	Measurement item	A			B			C			Comparing B-A		Comparing C-A		Comparing C-B	
		Non-pilot schools			Pilot schools			Residential inst.			Difference	p-value	Difference	p-value	Difference	p-value
		N	Mean	SD	N	Mean	SD	N	Mean	SD						
Beliefs	My role as a teacher is to facilitate students' own inquiry (independent learning)	28	4.18	0.61	26	4.04	0.66	5	3.40	0.89	-0.14	0.29	-0.78	0.07	-0.64	0.13
	Students learn best by finding solutions to problems on their own	27	3.74	1.40	26	3.81	1.02	5	4.20	0.45	0.07	0.39	0.46	0.16	0.39	0.15
	Students should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solved	28	4.21	0.63	26	4.15	0.46	5	4.20	0.45	-0.06	0.37	-0.01	0.40	0.05	0.39
	Thinking and reasoning processes are more important than specific curriculum areas and imparting this knowledge to pupils effectively	28	3.86	0.97	26	3.96	1.28	5	3.80	0.45	0.10	0.38	-0.06	0.39	-0.16	0.35
	My role includes having a secure knowledge of my subject and curriculum areas and imparting this knowledge to pupils effectively	28	4.39	0.69	26	4.08	0.98	5	4.20	0.45	-0.31	0.16	-0.19	0.29	0.12	0.36
	My role includes keeping up to date with developments in my subject or speciality	28	4.11	0.74	26	4.23	0.51	5	4.00	0.00	0.12	0.31	-0.11	0.29	-0.23	0.03
	My role as a teacher is to instruct students	27	4.07	1.07	26	4.23	0.65	5	3.80	0.45	0.16	0.32	-0.27	0.26	-0.43	0.08
	Memorising the facts about the subject is important to be able for students to recall the material when needed	27	4.11	0.75	26	3.96	0.82	5	3.60	0.89	-0.15	0.31	-0.51	0.19	-0.36	0.28
	ChildCenteredBeliefs_Average	27	4.09	0.45	26	4.05	0.54	5	3.97	0.18	-0.04	0.38	-0.12	0.24	-0.08	0.34
	ChildCenteredBeliefs_AggregateSum	27	24.52	2.72	26	24.27	3.24	5	23.80	1.10	-0.25	0.38	-0.72	0.24	-0.47	0.34

Next, child-centred teaching practices by teachers were measured using a 4-point scale ranging from 1- 'not at all' to 4- 'a lot'. Similar to above, an aggregate score for this construct was calculated by summing up scores given by respondents to each question. The aggregate score can range from 6 (minimum) to 24 (maximum).

Table 17: Items in teachers' questionnaire on child-centred teaching practices

a) Get students to believe they can do well in school work	Not at all (1) To some extent (2) Quite a bit (3) A lot (4)
b) Help my students value learning	
c) Motivate students who show low interest in school work	
d) Help students think critically	
e) Calm a student who is disruptive or noisy	
f) Provide an alternative explanation, for example when students are confused	

No statistically significant differences were found in the child-centred teaching practices of teachers from the three types of residential institutions (Table 18).

Table 18: Aggregate scores of teachers on child-centred teaching practices

Construct	Measurement item	A			B			C			Comparing B-A		Comparing C-A		Comparing C-B	
		Non-pilot schools			Pilot schools			Residential inst.			Difference	p-value	Difference	p-value	Difference	p-value
		N	Mean	SD	N	Mean	SD	N	Mean	SD						
Style	Get students believe they can do well in school work	28	3.21	0.50	26	3.23	0.65	5	3.20	0.45	0.02	0.40	-0.01	0.40	-0.03	0.40
	Help my students value learning	27	3.52	0.58	26	3.46	0.51	5	3.20	0.45	-0.06	0.37	-0.32	0.15	-0.26	0.20
	Motivate students who show low interest in school work	28	3.18	0.72	26	3.23	0.71	5	3.40	0.55	0.05	0.39	0.22	0.29	0.17	0.33
	Help students think critically	28	2.96	0.74	26	3.19	0.63	5	3.00	0.71	0.23	0.19	0.04	0.40	-0.19	0.34
	Calm a student who is disruptive or noisy	28	3.25	0.65	26	3.23	0.65	5	3.20	0.84	-0.02	0.40	-0.05	0.40	-0.03	0.40
	Provide an alternative explanation, for example when students are confused	28	3.11	0.69	26	3.23	0.59	5	3.20	0.45	0.12	0.31	0.09	0.37	-0.03	0.40
	ChildCenteredTeachingStyle_AggregateSum	27	16.30	2.43	26	16.38	2.19	5	16.20	1.79	0.08	0.40	-0.10	0.40	-0.18	0.39
Valid N (listwise)		16			21			4								

3.3 Factors influencing the resilience levels of adolescents

To explore factors influencing resilience of adolescents to violent extremism, linear regression was conducted with aggregate BRAVE score as dependant and following seven variables as independent variables: 1) students' age, 2) students' socio-economic background, 3) students' self-reported academic performance, 4) quality of teaching reported by students, 5) child-centred teaching reported by students, 6) teachers' qualification, 7) child-centred teaching beliefs reported by teachers. Next, the iterative process of removing the least significant variable was conducted, and a new linear regression coefficient was assessed each time. The variable removal stopped when only significant variables at least in one school type were left in the model. Table 19 presents the outcomes of the regression analysis.

Table 19: Outcomes of linear regression

Linear regression variables (source of the data show in brackets)	Non-pilot schools					Pilot schools					Residential Institutions				
	Unstand. Coeff.	SE	Stand. Coeff.	t	Sig.	Unstand. Coeff.	SE	Stand. Coeff.	t	Sig.	Unstand. Coeff.	SE	Stand. Coeff.	t	Sig.
Constant	66.05	9.20		7.18	0.000	30.13	10.93		2.76	0.006	151.84	59.32		2.56	0.014
Age (student)	-1.35	0.43	-0.17	-3.14	0.002	-0.81	0.52	-0.10	-1.56	0.120	-1.29	0.88	-0.21	-1.46	0.151
Academic performance (student)	0.08	0.07	0.07	1.16	0.248	0.19	0.08	0.15	2.30	0.022	0.05	0.15	0.04	0.29	0.770
Child centered teaching approaches (student)	0.66	0.15	0.25	4.50	0.000	0.70	0.13	0.34	5.54	0.000	1.11	0.33	0.43	3.32	0.002
Teacher Qualification (teacher)	-0.32	0.29	-0.06	-1.10	0.274	0.80	0.32	0.17	2.50	0.013	-0.38	0.45	-0.17	-0.84	0.403
Child centered beliefs	0.39	0.16	0.14	2.48	0.014	0.81	0.20	0.27	3.98	0.000	-3.23	1.81	-0.36	-1.79	0.081

Dependent Variable: 20 item BRAVE_total score

Linear regression model summary: $R^2_{\text{non-pilot schools}} = 0.142$; $R^2_{\text{pilot schools}} = 0.327$ $R^2_{\text{residential institutions}} = 0.348$.

As can be seen from Table 19, teachers' qualification and academic performance were significant predictors only in pilot schools. Child's age had a negative impact on the resilience score (negative beta coefficients). Put differently, older children were less resilient than their younger counterparts. Though this negative relationship between age and resilience was observed in all three settings, it was significant only in non-pilot schools (p-value below 0.05).

A striking finding is that the use of child-centred teaching appeared to be a significant predictor of children's resilience to violent extremism. In particular, child-centred teaching reported by students was a consistent predictor in all three settings (Table 19). As discussed in the Methodology section, child-centred teaching was conceptualised as keeping the child in focus when teaching and stressing child's autonomy and ability to construct knowledge rather than knowledge as something imparted by the teacher as authority (Tzuo 2011) as well as premise teaching on child rights, particularly listening to children, respecting their voices, and encouraging their participation in decision-making (UN CRC 1989).

The analysis revealed that teachers' child-centred beliefs were also a significant predictor of child's resilience in both pilot and non-pilot schools. At KIIs and FGDs, teachers and other education actors said that since 2014 with the support of the Asian Development Bank, new educational standards have been promoted. The new standards aim to develop children's critical thinking, creativity, and competency-based learning. Teachers are expected to ask for students' opinions to develop their thinking abilities. This was confirmed by the MoES representative who said that that a new State Educational Standard for Secondary Education was adopted by the Government Decree No. 403 on the 21st July 2014 which provides guidelines for developing students' emotional intelligence, media literacy and critical thinking.

A common assumption is that socio-economic adversity might determine children's resilience. It was a widespread view of study participants from all categories that poverty is one of the factors that contribute to the radicalisation of youth as they can be enticed by the perspective of financial reward offered by extremist groups. However, the outcomes of the regression analysis are not congruent with this assumption. The comparison of BRAVE scores of children from different economic households did not reveal any statistically significant differences either.

During some FGDs, children said that they felt motivated to study, work and communicate with their peers, and avoid anti-social behaviour when their teachers had an interest in and commitment to teaching and used a creative approach to organising their lessons to make them interesting for students. In particular, children stated that they liked when teachers discuss with them current topics, use real-life examples, use visual materials from the internet and educate them to be leaders. In particular, students noted that they liked the "Person and Society" subject as it taught them about life skills, social norms, and relationship building.

3.4 Barriers to child-centred teaching

Qualitative data indicated that there were a number of barriers to child-centred teaching. Despite roll-out of new standards indicated above, it was a common statement during interviews and FGDs that teaching methods at school are still teacher-led and focus primarily on academic excellence rather than other soft skills like critical thinking.

At some FGDs, children criticised their teachers for lacking interest in their work and delivering unorganised lessons that do not motivate them to study. There is also a shortage of teachers leading teachers to teach subjects for which they are not qualified (e.g. a Kyrgyz language teacher teaches the Russian language). Children said that they wanted to learn life skills, socio-emotional intelligence, to develop their worldview, and to have classes on future professions as well as social norms which now seem not to happen in schools. Next, it became clear from FGDs with children that there is a wide lack of psychologists in schools throughout the country and, thus, children lack psychological support. As mentioned above, physical punishment is practised by teachers in some schools.

In some discussions, children talked about conflicts between children and teachers. Children complained that teachers focus too much on disciplinary school rules such as wearing school uniform, modest hairstyle, and absence of any accessories like jewellery rather than quality teaching. Because of such conflicts, teachers advise students with “troubled” behaviour to leave school after the 9th grade and study at vocational schools. It appeared, especially from survey sample characteristics that the number of students, especially boys, drops substantially after the 9th class (mandatory secondary education) suggesting that activities on building resilience against radicalisation and violent extremism should start earlier before the 9th grade.

Discussions with parents revealed the same problems at schools. They said that schools lack qualified teachers; while, classes are overcrowded, and children do not receive an individual approach. Parents complained that the education programme is overloaded with unnecessary subjects. Textbooks are difficult to understand as they are of poor quality and contain many mistakes. They also noted that some teachers, especially new graduates, lack the skills to communicate with children effectively. There is a lack of books and equipment in schools. As a result, some students do not get to use them at all.

The survey data also showed that not all teachers go through professional development to improve their teaching, as shown in Table 20. A higher percentage of teachers in pilot schools (72%) than in residential institutions (60%) and non-pilot schools (58%) reported participating in any qualification raising activities in the last 12 months. Most teachers from all three educational institutions attended courses/workshops on their subject matter. Interestingly, as Table 20 shows, more teachers from pilot schools than non-pilot ones reported that their qualification development activities were on student career guidance (78% for pilot schools and 33% for non-pilot schools), student counselling including building student self-esteem (72% for pilot schools and 40% for non-pilot schools) and developing cross-occupational competencies for future work or future studies (61% for pilot schools and 20% for non-pilot schools). Further, 80% of teachers from pilot schools, 73% from non-pilot schools, and 100% from residential institutions said that they had not received any training on developing resilience of students or preventing radicalisation.

Table 20: Responses of teachers to questions on professional development

During the last 12 months, did you participate in any qualification raising activities?	Pilot	Non –pilot	Residential
Yes, I did participate in such activities	72%	58%	60%
No, I did not participate in such activities	28%	42%	40%
Which of the following did you participate in the past 12 months?			

Courses/workshops (e.g. on subject matter or methods and/or other education-related topics)	64%	54%	40%			
Education conferences or seminars to discuss educational issues	36%	27%	20%			
Observation visits to other schools	28%	19%	0%			
Training/s	24%	12%	0%			
Network of teachers formed specifically for the professional development of teachers	24%	23%	20%			
Qualification programme (e.g. a degree programme)	16%	12%	0%			
Individual or collaborative research on a topic of interest to you professionally	12%	8%	20%			
Mentoring and/or peer observation and coaching as part of a formal school arrangement	12%	4%	0%			
Did the professional development activities you participated in during the last 12 months cover the following topics?	Pilot schools		Non-pilot schools		Residential institutions	
	Yes	No	Yes	No	Yes	No
Knowledge and understanding of my subject field	56%	44%	80%	20%	67%	*
Pedagogical competencies in teaching my subject field	72%	44%	87%	13%	67%	*
Knowledge of curriculum	56%	28%	53%	47%	67%	33%
Student behaviour and classroom management	62%	39%	60%	40%	100%	
Teaching in a multicultural setting	44%	57%	13%	80%	33%	67%
Teaching cross-curricular skills (e.g. problem solving, learning-to-learn)	50%	50%	60%	33%	67%	33%
Approaches to developing cross-occupational competencies for future work or future studies	61%	39%	20%	67%	33%	67%
Student career guidance	78%	22%	33%	67%	67%	33%
Student counselling including building student self-esteem	72%	28%	40%	47%	67%	33%
Teaching life skills	67%	33%	60%	40%	67%	33%
Have you attended any training on developing resilience of students or preventing radicalisation?	Pilot schools		Non-pilot schools		Residential institutions	
	Yes, I have		73%		100%	
	No, I have not		27%			

* Prefer not to answer

As can be seen from Figure 1, over 86% of participants from pilot and non-pilot schools said that the MoES organised the professional development activities that they attended. Other stakeholders such as schools, NGOs, and international organisations were mentioned by up to a quarter of the

respondents. This suggests that the MoES is a key actor ensuring that teachers have activities on raising their qualifications.

Most teachers both from pilot and non-pilot schools said that they had not received any particular support for their professional development. For example, as Table 21 indicates, 83% of teachers from pilot schools and 80% from non-pilot schools stated that they had not received any salary supplement for activities outside working hours.

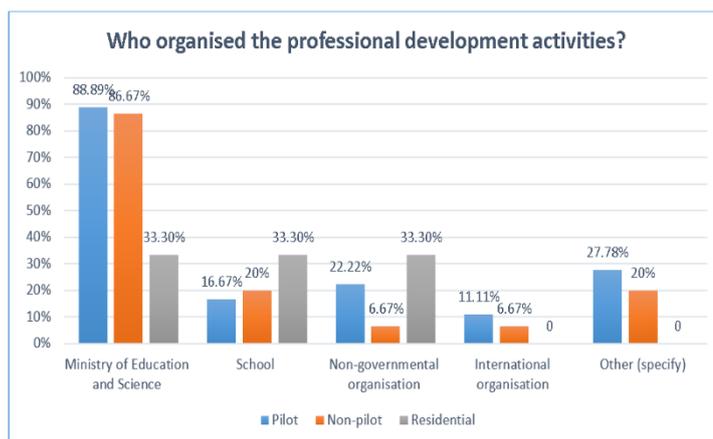


Figure 1: Responses of teachers to a question "Who organised the professional development activities?"

Table 21: Support that teachers receive for attended professional development activities

For the professional development in which you participated in the last 12 months, did you receive any of the following support?	Pilot schools		Non-pilot schools		Residential institutions	
	Yes	No	Yes	No	Yes	No
I received scheduled time off for activities that took place during regular working hours at this school	44%	56%	33%	67%	100%	
I received a salary supplement for activities outside working hours	17%	83%	20%	80%	33%	67%
I received non-monetary support for activities outside working hours (reduced teaching, days off, study leave, etc.)	28%	72%	7%	93%	33%	67%

During interviews and FGDs, educational actors, including teachers confirmed that some teachers attend professional development activities, while others do not. In particular, study participants commonly said that teachers need training on the prevention of radicalisation and extremism and building effective communication with children.

The analysis showed that, among teachers from non-pilot schools, main barriers for their professional development include a lack of incentives for participating in such activities (42%), professional development conflict with schedule (31%), and professional development is too expensive/unaffordable (27%). Teachers from pilot schools indicated a slightly different set of barriers to their professional development: a lack of relevant professional development offered (32%) and a lack of incentives for participating in such activities (28%). Among teachers of residential institutions, one barrier stood out among others: professional development conflicts with my schedule (40%).

Table 22: Barriers for teachers' professional development

	Non-pilot schools		Pilot schools		Residential Institutions	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
There is no relevant professional development offered	23%	50%	32%	56%	20%	60%
Professional development is too expensive/unaffordable	27%	62%	16%	72%		60%
There is a lack of employer support	19%	69%	20%	76%	20%	60%
Professional development conflicts with my schedule	31%	62%	20%	60%	40%	40%
I do not have time because of family responsibilities	23%	73%	20%	76%		80%
There are no incentives for participating in such activities	42%	50%	28%	72%	20%	80%
I do not see a point in professional development as I am very experienced	23%	69%	20%	80%	20%	80%

Note: The percentages are supposed to add up to 100%. The remaining percentages not presented in the table indicate "I do not know" and "Prefer not to answer".

These findings suggest that generally teachers should be involved in professional development activities that focus not only on their subject but also on child-centred teaching and child rights. Additionally, teachers should be supported to attend professional development activities. In particular, teachers should be offered with incentives for participating in such activities which should be made affordable and should not conflict with schedules of teachers.

These findings also open up new avenues for future research. One of the research questions that have emerged is if child-centred and child rights-based parenting also determines the resilience of children to radicalisation and violent extremism and to what extent parenting/caring for children are child-centred and child rights-based in Kyrgyzstan. Interviews and FGDs indicated that parenting in Kyrgyzstan is challenging mostly because of limited economic opportunities for parents to earn for their families, leading to high rates of labour migration. Children are left with extended family members whose care varies. Cases of neglect have been commonly shared by study participants who raised concerns that these children are left with no proper guidance and upbringing which can lead to at least to anti-social behaviour.

4. Resilience building and prevention of radicalisation and violent extremism

Interviews with the relevant state institutions indicated that the main actors shown in Figure 2 are involved in the prevention of radicalisation and violent extremism.

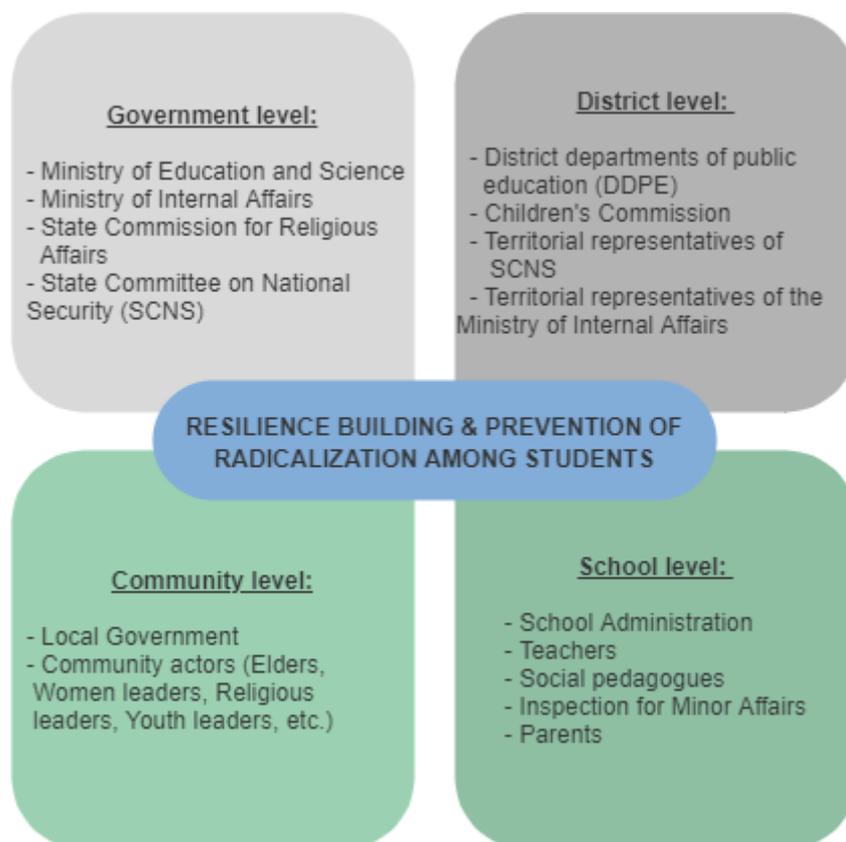


Figure 2: Actors involved in the provision of radicalisation and violent extremism

4.1 Prevention of radicalisation on the national level

The SCRA is the central authority working on the development and implementation of the state policy on religious matters and coordinating activities of the state bodies in this field. As SCRA informed, within the Government Programme “On Countering Extremism and Terrorism for 2017-2022” adopted in June 2017, the State Commission works on the prevention, raising awareness about and researching extremism and terrorism. According to the action plan for implementation of the Government Program, the Commission closely works with other state agencies, such as the MoES, Ministry of Internal Affairs (MIA), the State Agency for Local Government and Interethnic Relations (SALGIR). Besides, SCRA works with the religious and international organisations, UN agencies, OSCE office, and NGOs such as Search for Common Ground, International Alert and others.

Other agencies (MoES, MoIA, Ministry of Labour and Social Development (MoLSD), Prosecutors Office, Ministry of Health (MoH)) involved in the implementation of this programme have developed their action plans and disseminated them to their structures on the district and community levels. The MoES

approved its action plan in November 2017, which focuses only on preventing radicalisation through carrying out activities on such topics as health care, emergencies, violence, family values, culture and child rights. The ministry structures at the districts are in charge of coordinating and overseeing the implementation of the plan in schools. All educational organisations quarterly report to the MoES on the implementation of the programme. However, the MoES representative noted that there is a lack of financial resources to implement the programme since the Ministry of Finance has not yet allocated funds for this purpose.

4.2 Prevention of radicalisation on the district level

At the district level, District Departments of Public Education (DDPE) are in charge of coordinating activities of all public school activities within their district. Every academic quarter, through directives based on the national programmes, the National Department of Public Education (NDPE) defines DDPEs' action plans which they must carry out at the district level involving all schools in the district. It is at the district level where various government and non-governmental stakeholders come together to implement the plans through coordination of DDPE. DDPEs add its own activities from its annual action plan to the NDPE action plan and sends it to schools within the administrative district. DDPEs monitor the implementation of the activities and send reports to the NDPE.

DDPEs adopt the topics of Class Hour lessons (*klassnyi chas*) from the national curriculum and disseminate them to schools within the district. These topics reflect the national programmes, including topics on PVE. The topics vary by districts. Some of them directly focus on radicalisation; others include such topics as "school without violence," "I want to live with my parents," "I want to be happy," "I love my life" and others. Students of 5th-11th grades are assigned a class teacher, who teaches *klassnyi chas*.

As part of its action plan on PVE, DDPEs organise and facilitate lectures, meetings, round tables and seminars with the participation of students from 7th grade and up, teachers and guest speakers from relevant government agencies and non-governmental institutions. The stakeholders are involved from all levels (national, district, and community) such as the MIA; Prosecutor's Office, Local, District, State government representatives; District level officials from MoLSD, SCRA, as well as religious and youth organisations and local Imams. At least twice a year every school has visiting speakers who talk to students about religious extremism.

DDPEs also work directly with student organisations within schools such as student parliaments, young assistants of police, debate teams in addressing problems in alignment with its action plan. Other forms of activities include picture contests, movie viewings, and sports events.

DDPEs monitor the situation in schools through mandatory reports from schools on attendance, number of female students wearing a hijab, number of male students going to mosque (though these actions can potentially backfire as they could be seen as repressive); students whose parents are absent due to labour migration; students who are from impoverished families. Student absenteeism from school without a valid and documented reason can be a result of domestic abuse, parental negligence or radicalisation of a student. At the first stage, class teacher and social pedagogue visit

student's home. Based on their findings, DDPE notifies relevant government agencies to address the problem. For example, in Issyk-Kul region, three sisters began to wear hijabs to school and after some time stopped coming to school altogether. Upon a home visit by the class teacher and social pedagogue, it was revealed that the father was indoctrinated into a radical ideology and was refusing to send the children to school. DDPE involved the prosecutor's office, local government, and other relevant authorities in a lengthy fight with the parents before the girls were able to go back to school again.

The MoES, SCRA and relevant government agencies stated that they organise training and seminars for DDPEs and school administrations on PVE. Such training focus on the importance of vaccination of children as some parents refuse to vaccinate due to religious beliefs; provide information on prohibited religious groups in Kyrgyzstan; prevention of radicalisation; wearing of the hijab and attending mosques of school-aged students.

Overall, there were no reports of students involved in extremism in all the locations visited. Although, some regions have seen the decline in religious activity (Osh oblast), others are seeing an increase (Naryn region) on the community level. Also, lack of information by the government on which religious groups are permitted and which are prohibited, making it difficult for DDPEs to take action (Issyk-Kul region).

4.3 Prevention of radicalisation on the community level

Roles of schools

The analysis suggests that schools contribute to the implementation of PVE goals of the Youth policy 2017-2020 by conducting integrated lessons, extra-curricular activities for students, organisation of meetings with Juvenile police inspectors, prosecutors, and meetings with parents. Schools prepare and have plans on conducting extra-curricular activities, and, if they get orders from DDPE and MoES, they amend these plans accordingly.

Main activities conducted by schools include:

- Integrated lessons (teachers comprise such topics during the lessons and develop socio-emotional intelligence, critical thinking and life skills of students);
- *Klassnyi chas* (according to the work plan one lesson a week) on the topics of PVE and terrorism, alcoholism, offence, suicide, violence, drug addiction, conflict prevention, prevention of violence, media literacy (some schools use videos regularly);
- General school meetings, talks on the topics of PVE, violence;
- Meetings with parents in schools. Teachers and parents discuss issues on PVE, violence at the parents' meetings;
- School administration organises meetings with religious leaders who tell pupils about PVE, radicalisation (some schools);

- Periodic study of students' needs (at the beginning of the academic year and quarterly). Schools organise planned or unplanned (if necessary) visits to their home;
- Social pedagogue conducts work with students;
- Sports events at schools, among schools;
- Regular meetings with prosecutor and police who explain children about VE and radicalisation, show videos and answer the questions;
- Anonymous boxes placed in schools to identify students who are a victim of abuse;
- Students write essays about their physical and psychological situation at home which is read by the class teacher and social pedagogue to determine if there are students who need help from school administration;
- Some schools with local medical points organise medical checkup of adolescents to reveal any signs of child abuse. For a more detailed assessment of violence in home situations schools organise planned or unplanned (if necessary) visits to students' homes.

Residential institutions contribute to the implementation of policies by conducting integrated lessons, religious class, extra-curricular activities for students, organisation of meetings with 10th Department of the State Committee on National Security who explain children about radicalisation and violent extremism, show video and answer the questions. Teachers and social pedagogues hold roundtables, discussions and others.

Teachers' roles

Both teachers from pilot and non-pilot schools mentioned about the national standards/programmes requiring comprising such issues as tolerance, equality, values, relationship and respect. According to these requirements, teachers not only conduct lessons but through discussions of these topics develop personal skills of students, their critical thinking and emotional intelligence. At the beginning of the academic year, schools get plans from MoES to work in the following directions: education, health care, emergencies, violence, family values, culture and child rights. Similar answers were received from the teachers of residential institutions.

In terms of contribution of schools in the implementation of PVE goals of the Youth policy 2017-2020, most teachers from both pilot and non-pilot schools responded that they do not know about State Program in details, but as per the orders of MoES and DDPE, they conduct different activities.

The interviewed teachers expressed their needs in training on PVE and building relationship with pupils, professional support, provision of schools with visual aids, books, brochures. They also mentioned the building of close collaboration of schools with religious institution or religion subject to explain to students religious issues to avoid radicalisation and violent extremism. From the words of the teachers, schools need support from the national level (MoES, Government, Parliament), in conducting awareness-raising of people on PVE, and religious issues.

Teachers monitor the resilience of students to violent extremism, radicalisation, and violence. For this purpose, they conduct a survey, questionnaires, and individual talks with adolescents. But they consider that teachers and students need psychological training on the prevention of negative phenomena. It is necessary to conduct a needs assessment of the students and then to plan a work

based on the results of this assessment and carry out constant explanatory work on PVE, violence, radicalisation, laws, child's rights among students.

Some schools consider that they conduct enough activities (individual talks, discussions, meeting with parents and IMA, organise extra-curricular activities, etc.) to build the resilience of adolescents to prevent their radicalisation and violent extremism and they do not need additional services. However, teachers expressed that it is necessary to conduct work aimed at increasing parents' responsibility, to build the capacity of parents on prevention of VE and radicalisation issues.

As for children's residential institutions, they are strongly confident that their adolescents are far from radicalisation and PVE. Teachers conduct activities aimed at the upbringing of adolescents through teaching them to be leaders, preventing them from asocial behaviour, explain their rights and duties, motivate them. Teachers conduct extensive psycho-social and counselling support work at residential institutions. Teachers and educators play parents' role, so they have to teach adolescents life skills and build the resilience of adolescents to prevent their radicalisation and violent extremism. They try to have a trusted relationship with students, individual approach for each person, explain them their rights and duties. Teachers of the residential institutions were also aware of the State Programme on PVE and Youth Policy for 2017-2020.

However, they have difficulties in explaining duties as children do not want to understand them. Due to the collaboration of residential institutions with NGOs, students know their rights. Teachers also try to find students' (orphans) relatives and create a relationship between them. *"We conduct prevention work among the students with the support of students themselves - school parliament. We are sure that children's good leisure time prevent them from asocial behaviour, radicalisation and violent extremism. So, we try to make their life is interesting and useful through organising competitions, concerts, other interesting activities"* (Interview with Teacher, boarding school #71, Bishkek city). Residential institutions informed that they need books with cases, textbooks with questions and tests, brochures and training for teachers and students in the issues of PVE.

IMA's (Inspector of Minors' Affairs) role in prevention

Every school has a designated inspector who works with school administration, class teachers and social pedagogues. IMA can be called whenever there is a problem in school: any student, teacher, social pedagogue, or school principal can contact IMA. IMAs visit school regularly, he/she has his/her own cabinet, usually next to social pedagogue.

Inspector, together with guest speakers from the MoES, the Ministry of Justice, the MIA's Antiterrorism Division hold lectures in schools on extremism, radicalisation avoiding conflict based on ethnicity. In Kara-Suu district of Osh oblast, inspector invited a religious leader from the mosque to talk about traditional Islam, so that students would not join radical groups (Interview with IMA, Kara-Suu district, Osh oblast).

Inspectors regularly visit schools either after an invitation from school teachers or based on their planned visits. According to Bazar-Korgon IMA, class teachers ask them to talk to students who may be challenging to deal with, involved or prone to involve in conflicts (Interview with IMA, Bazar-Korgon district, Jalalabad oblast). Inspectors have individual talks with these children one and explain the legal

ramifications of their actions. Often, inspectors warn that their actions may lead to incarceration. Issuing a fine to a misbehaving student is done rarely, often the inspector gives several chances to a student, first being a warning, second warning involves parents of the student, and eventually, it may lead to written fines that start with 1000 SOM. Although the usual cases are students fighting with one another or one village with another village, inspectors are asked by the teachers to talk to students about various topics to address the physical appearance of students, the interaction between boys and girls.

Overall, all six interviewed inspectors mentioned that they read lectures on a wide range of topics that address the following issues: 1. bullying and racketeering/extortion; 2. religious extremism, radicalisation terrorism; and, 3. conflict between students.

IMAs inform parents and students about the acts that break the law, the punishment that will follow. For example, one IMA said that they invited parents to the local government to explain topics related to the prevention of juvenile crime, radicalism, extremism and tolerance. IMA offers the mosque leaders to talk about these topics since that is where all men and boys go during the Friday preach.

IMA works with children at risk who are on a special registration list in the school. These are vulnerable children, children whose parents are in migration, whose parents are divorced, who are from impoverished families. These children are often victims of abuse. IMAs visit their homes to check if they are not undergoing any abuse.

Parents' views on PVE

FGDs with parents revealed that there were no observed cases of radicalisation and violent extremism among adolescents in their schools. Parents expressed their opinion that this happened because of the resilience of their children due to the work of schools through *klassnyi chas* and open classes (*otkrytyi urok*). For example, they said that class teachers (*klassnyi rukovoditel*) and teachers resolve conflicts among children within schools, teachers and school administrations organise preventive conversations with adolescents on different topics including radicalisation and violent extremism. Some parents mentioned that police works on the prevention of radicalisation and violent extremism among adolescents through lectures and conversations.

At the same time, parents noted the importance of parental upbringing of children to build resilience among adolescents. Thus, parents have to pay attention to their children and be open and part of their lives. It was observed that mostly parents of academically well-performing students participated in FGDs. They shared that only a handful of the same parents participated in school meetings, showing a poor connection between school and other parents. In addition, parents across several locations pointed out a gap in oversight of students after students leave school and arrive home.

It was said at FGDs that parents leave their children with relatives to go work to Russia. While they are away, they send their children money to stop them from crying. These children can afford to buy anything and get spoiled by having access to cash all the time. Yet, they do not get parental care. It was also noted that teachers cannot be too strict with these students. If students live with relatives,

they run away, and they have to search for them. Relatives do not want the guardian responsibility for children. Parents at FGDs also said that there are many divorced families due to alcoholism. Finally, respondents mentioned that when teachers criticise students, parents come and defend their children, yet they do not teach their children moral values.

Involvement of religious actors

Religious leaders preach on Friday prayers to predominantly men and boys on the topics approved on the national level. Sometimes, they address requests of school administration and IMA on topics related to the prevention of radicalisation and violent extremism. Upon request of schools and IMAs, faith leaders also deliver lectures to school students on religious topics, e.g. what is traditional religion, and ways of prevention of radicalised religious groups.

Lack of coordination between different actors

Discussions and interview results disclosed confusions and lack of coordination between the following actors: 1) school and parents, and 2) school and religious leaders.

In terms of cooperation between school and parents, confusion was revealed among participants in discussions with teachers towards parents; and in discussions with parents towards the school staff. Most of the discussions with teachers revealed that there is a lack of involvement of parents in the upbringing of children. Teachers pointed out two main reasons: labour migration and lack of parental responsibility. Meanwhile, parents pointed out that teachers should not only teach but also give proper upbringing.

One of the teachers proposed a comprehensive approach saying: *“There are many issues in our society that we cannot solve by a subject on the history of religions. There must be work done in parenting these children since their identity is formed by the age of seven. Upbringing these children is the responsibility of everyone who is related to children: parents, teacher, government, society. You cannot leave it to teachers alone when a student goes home to drinking and abusive father...Law enforcement agencies must be involved more.”* (Interview with Teacher, Joosh municipality, Kara-Suu district, Osh oblast).

Teachers point out that under the current system, school administration carries more responsibility for the actions of students than their parents and want stricter laws to hold parents accountable for their children. For example, a DDPE official states: *“We demand from schools not only educate students but also educate their parents through sharing tips on how to educate children, how to help with homework at parent-teacher meetings”*(Interview with DDPE official, Jumgal district, Naryn oblast).

Though most IMAs and DDPEs pointed out that they involve community actors, including religious leaders in their lectures in the prevention of radicalisation; religious leaders in FGDs said that they were not involved in any activities and expressed a desire to talk to students. They believe that students learn about moral values and ethics from religious leaders. But they were also concerned why parents stop children from attending the mosque.

It became that there was no common approach, coordination and partnership. For example, *medreses*³ and residential institutions are not under the direct control of city and district boards of education. Residential Institutions are under the direct jurisdiction of the MoES and are not monitored by DDPE. *Medreses* are not monitored by district or city board of education. For example, in Kyzyl-Kiya DDPE attempted to request a study program of *medreses* in the city. To which, *medreses* replied that they did not have students under the age of 16 and thus did not have to send their study programs. “*Medreses are under the control of Muftiyat and have their own rules*” (Interview with DDPE official, Kyzyl-Kiya city, Batken Oblast).

4.4 *Klassnyi chas* (class hour)

The interviews with representatives of state education institutions as well as FGDs with teachers indicated that *klassnyi chas* is one of the key subjects in the school programme used to teach non-academic topics important for everyday life of individuals and society (e.g. personal development, social norms, road safety, crime, violence) and foster soft skills like critical thinking, conflict resolution, and management of emotions. *Klassnyi chas* is also a common platform for the school to discuss issues of radicalisation and violent extremism with students.

Based on the school plan, *klassnyi chas* is held every week. The MoES sets a yearly plan of *klassnyi chas* lessons where certain topics are supposed to be discussed with students. DDPE provides the topics to schools, and school teachers develop the content of *klassnyi chas* lessons. They keep all the paperwork to show that they have taught the lesson.

The textual analysis of materials gathered within this study identified that *klassniy chas* aims (i) to provide spiritual and moral education to students, (ii) to create a positive psychological climate, (iii) to discuss development priorities of the whole class, (iv) to discuss school matters, (v) to discuss and organise extra-curriculum activities, and (vi) to promote peer communication among students. *Klassnyi chas* is held once a week. The forms of conducting *klassnyi chas* can also vary and include discussions, lectures, conversation or debate, exchange of views, games, competitions and excursions to nature, museums, theatre and others.

Generally, *klassnyi chas* has the following educational functions: enlightening, orienting and guiding. The topics of *klassnyi chas* discussion can be very diverse:

- Moral and ethical issues: to promote a positive and responsible attitude of schoolchildren to their homeland, work, team, nature, parents, and themselves;
- Science and knowledge: to develop a positive attitude to education, science, literature as a source of spiritual development of a person;
- Aesthetic: students become acquainted with the basic principles of aesthetics - talk about beauty in nature, human clothing, everyday life, work and behaviour. They also develop creativity and an aesthetic attitude towards life, art, work, themselves, and develop creative potential;
- State and law: to develop students' interest in political events taking place in the world, to foster a sense of responsibility, and to teach students the basics of state policy;

³ An Islamic educational institution

- Physiology and hygiene: to promote a healthy lifestyle;
- Psychological issues: to stimulate self-learning and to provide basic psychological education;
- Environmental issues: a responsible attitude towards nature.
- School issues: organising social events, anniversaries, holidays, and other events.

The class hours are planned at the beginning of the school year. The themes of the class hours are approved by the director of the school. Each class teacher writes the themes in the Classroom Journal where all information on the children in the class and their marks are written down as well. The photo of the cover page of the Journal is shown below.



Figure 3: The cover page of the journal of the classroom teacher submitted for the textual analysis.

A class journal contains:

- Information and general information about students in the class;
- Implementation by the subject teacher of the curriculum material;
- Assessment of students' academic achievement for each subject;
- Final, quarterly, semi-annual and annual examination grades.

The upbringing work of the class teacher (mainly delivered through Class hours) is developed based on the seven Commandments of Manas (National Hero). Manas is a Kyrgyz national epos with the legendary national hero – a semi-mythic warrior Manas who united the Kyrgyz tribes. The special governmental committee on cultural and educational affairs in the 1990s extracted seven maxims (commandments) mentioned in the epic and included them in the official state ideology and integrated them into the education program:

- 1) Unity and cohesion of the nation;
- 2) International consent, friendship, cooperation;
- 3) National honour and patriotism;
- 4) Through painstaking work and knowledge - to prosperity and well-being;
- 5) Humanism, generosity and tolerance;
- 6) Harmony with nature;
- 7) Strengthening and protection of the Kyrgyz state.

In the survey with teachers, 96% of teachers from pilot schools and non-pilot schools and 100% from residential institutions reported conducting *klassnyi chas* once a week. The remaining 4% of teachers from pilot and non-pilot schools reported conducting *klassnyi chas* once a month. Students were also asked about the regularity of *klassnyi chas*. Though slightly lower than teachers, but generally a high percentage of students from pilot (87%) and non-pilot (88%) schools said having *klassnyi chas* once a week. In residential institutions, 99% reported having *klassnyi chas* once a week (Table 23).

Interestingly and different from teachers, 8% of students from non-pilot schools and 7% from pilot schools reported that *klassnyi chas* happened whenever their teacher holds it.

Table 23: Regularity of *klassnyi chas*

Answer options	How often do you have <i>klassnyi chas</i> ? (students)					
	Non-pilot		Pilot		RI	
	n	%	N	%	n	%
Once a week	314	87%	263	88%	71	99%
Once a month	18	5%	12	4%	0	0%
Whenever our teacher holds it	27	8%	21	7%	1	1%
We never have it	0	0%	4	1%	0	0%
I do not know what it is	1	0%	0	0%	0	0%
Total	360	100%	300	100%	72	100%

Teachers were asked an open-ended question “*what topics do you focus on in your klassnyi chas?*” It is interesting to see in Table 24, in all three categories, the largest number of teachers gave a general answer by saying that they conduct their *klassnyi chas* according to the curriculum (28% in pilot schools, 23% in non-pilot schools, and 40% in residential institutions). However, among teacher from pilot schools, violence and crime, as well as religious extremism, were also commonly focused on during *klassnyi chas* (reported by 28% and 20% of teachers respectively). Almost the same percentage of teachers in non-pilot schools (19%) also said that they concentrated on terrorism and radicalisation. Another common thread among all three educational institutions is the topic of crime, violence, and conflict.

Table 24: Topics taught at *klassnyi chas* lessons

Non-pilot schools		Pilot schools		Residential institutions	
According to the curriculum	23%	According to the curriculum	28%	According to the curriculum	40%
Terrorism and radicalism	19%	Violence and crime	28%	Crime and Conflict	40%
Health	19%	Religious extremism	20%	Health	20%
Violence and Crime	19%	Education	16%	Career guidance	20%
Love to motherland	12%	Health	16%	Rights and obligations	20%
Right and obligations	12%	Ethics	12%	Parenting and behaviour	20%
Security	12%	Religion	8%	National language	20%

Behaviour	4%	Professional orientation	8%		
Career guidance	4%	Tolerance	4%		
Parenting	4%				
Migration	4%				
Topics according to the Social Pedagogue	4%				

The answers of teachers were cross-checked by asking students a question “Which topics do you discuss in the *klassnyi chas*?” Students’ answers did not show that radicalisation and extremism was a regular topic on the *klassnyi chas*. In pilot schools, it appears that *klassnyi chas* tend to focus on various issues related to class/school activities (13%), academic performance (10%), life skills (9%), and healthy lifestyle (9%). A similar pattern of answers emerged in non-pilot schools. The only exception was that, instead of a healthy lifestyle, students in non-pilot schools indicated (9%) that right and responsibilities were discussed. The same pattern was evident in the answers of students from residential institutions. The exception is that 9% of them said that *klassnyi chas* focuses on work and professions.

Table 25: Topics discussed at *klassnyi chas* lessons

We discuss... (multiple choice question)	What topics do you discuss in <i>klassnyi chas</i> ?					
	non-pilot		pilot		RI	
	n	%	n	%	n	%
various issues related to our class and/or school activities (e.g. renovation of the classroom, parents’ meeting, upcoming events in the school)	255	13%	213	12%	42	8%
our academic performance	185	10%	165	9%	48	10%
tolerance	115	6%	83	5%	39	8%
conflict resolution	110	6%	142	8%	31	6%
life skills (e.g. discipline, organisation skills)	177	9%	172	10%	55	11%
family relationships	99	5%	90	5%	23	5%
self-respect	104	5%	118	7%	41	8%
rights and responsibilities	147	8%	151	9%	34	7%
work and professions	129	7%	132	7%	43	9%
healthy life style	170	9%	128	7%	43	9%
environmental problems	107	6%	112	6%	34	7%

positive thinking	94	5%	89	5%	34	7%
radicalisation and extremism	104	5%	107	6%	18	4%
effective communication	63	3%	52	3%	11	2%
Other	34	2%	18	1%	0	0%
Total	1893	100%	1772	100%	496	100%

When asked about the types and sources of materials that they use for their *klassnyi chas*, teachers in pilot schools said that they take materials for the lessons from newspapers, journals followed by video clips, books, and internet resources suggesting that for them mass media materials play an important role (Table 26). In non-pilot schools, teachers tend to use newspapers, journals, books, and video clips but not Internet sources. In residential institutions, teachers reported using video clips, books, and internet resources.

Table 26: Sources of materials used for *klassnyi chas*

	Pilot	Non-pilot	Residential institutions
Newspapers, journals	28%	23%	0%
Video clips	24%	15%	40%
Books	23%	27%	40%
Internet resources	20%	0%	40%
Discussions	12%	0%	0%
No materials	0%	4%	0%

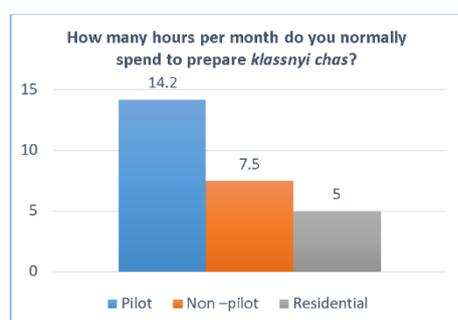


Figure 4: Hours spent on preparing for *klassnyi chas*, per month.

Further, when asked how many hours they normally spend to prepare for their *klassnyi chas*, a large difference was found in the answers of teachers from three types of institutions: teachers from pilot schools on average spend 14.2 hours; teachers from non-pilot schools spend half of this amount (7.5 hours), and teachers from residential institutions spend 5 hours per month (Figure 4).

As can be seen from Table 27, most students across all three institutions said that their teacher conducted *klassnyi chas* either good or excellent.

Table 27: assessment of the quality of *klassnyi chas* by students

Answer options	How well does your class teacher conduct <i>klassnyi chas</i> ?					
	non-pilot		pilot		RI	
	n	%	n	%	n	%
Very poor	4	1%	5	2%	0	0%
Poor	1	0%	1	0%	0	0%
Average	23	6%	24	8%	2	3%
Good	185	51%	153	51%	31	43%
Excellent	147	41%	117	39%	39	54%
Total	360	100%	300	100%	72	100%

The materials gathered for the textual analysis show both pilot and non-pilot schools discuss a variety of topics during *klassnyi chas* among 9th to 11th grades. They all have an explicit mention of building the resilience of adolescents (14-17) to prevent their radicalisation and violent extremism. According to the collected materials, *klassnyi chas* lessons also aim to teach such topics as empathy, patriotism, critical thinking, values of democracy, anti-social behaviour, respect for diversity, communication skills, and conflict management.

However, from the provided materials, it appears that there is no systematic approach among teachers to organising and running *klassnyi chas*. While some materials were well-organised; others were in the form of hand-written notes only. This suggests that teachers need to be trained and supported to ensure that they prepare well for *klassnyi chas* focus on such topics as radicalisation and violent extremism that require preparation.

4.5 Piloting a subject on religion

In 2016, the MoES started piloting the subject “The history of religious cultures”. As of October 2019, there were 56 pilot schools in the country where this subject is taught. From the 2020-2021 academic year, the MoES plans to introduce the subject in all schools of Kyrgyzstan. The subject has been so far taught to the 9th-grade students. The course is taught one hour per week throughout the whole academic year. The course was discussed with community religious leaders, who offered to teach the course. But the MoES assigned history teachers to teach the course. All respondents from DDPEs shared that they do not know the content of the course since they did not participate in the training. Only teachers assigned to teach this course were invited to the training. The MoES has not conducted an evaluation of the subject.

The course teaches the basics and essence of each religion. The book is divided into four sections, with practical work at the end of each section, where the section is summarised and analysed by students

to reach the right conclusion. The sections of the course dedicated to national and prehistoric religions; world religions (Christianity, Buddhism, and Islam); extremism and terrorism. In the end, there is a separate section about Kyrgyz government's religious policy; definition of terrorism and extremism; and the prevention of extremism and terrorism.

At FGDs, teachers said that piloting of the subject was welcomed enthusiastically by both parents and students alike, but the interest in students subsided in two months, as they began to do homework and it turned into another subject (FGD with teachers, Novopokrovka village, Issyk-Ata district, Chui oblast). In two locations in Jalal-Abad, parents approved the new subject. In Karasuu and Ozgon there was a mixed reception by the local population. While in one location, there was a disagreement over non-religious person teaching the course, in another, it was a lack of information about the subject that led to an initial adverse reaction. Overall, there is a consensus that providing an alternative source to teach about religion in a secular setting reduces the bias and ideas that may be extremist that students may be exposed to in mosques. Students in Chuy through this lesson analysed a situation of those who have left to Syria from Kyrgyzstan, how their actions would be classified as terrorist. Students admitted that they did not understand the extremist organisations like Hizbut-Tahrir that they were getting different information before.

In Jalal-Abad city, students actively participated in the class by exchanging their views during the discussions, as students found information about other religions to be useful and it enabled them to respect other religions. Students also gained awareness of the religious groups that are allowed and prohibited in Kyrgyzstan. In Ozgon district village, students thought that there were only Muslims in Kyrgyzstan.

However, teachers mentioned that the salary for teaching the subject is very low, as it is being piloted, the subject is treated as an extracurricular activity, and the pay is equal to 45 KGS per lesson (approximately 0.6 Euro) which is including 21% of tax deductions. In comparison, the regular lesson/hour is equal to 95.70 KGS (approximately 1.28 Euro). Interviewed teachers said that their time should be compensated more fairly. Four out of eight teachers requested for more training for teachers on the new subject. Teachers also said that they need technical support in terms of books and study material for preparation and teaching the course. They also stated that the book needs to be revised as the material is difficult for children to grasp and thus needs to be simplified.

5. Support services in schools and residential institutions to students in adverse situations

5.1 Supporting children in an adverse situation

The current research also explores how schools and residential institutions support children if they happened to be in an adverse situation. The data demonstrated that schools throughout the country have a systematic approach in such cases.

Firstly, the failure to come to school is the first signal of the adverse situation of a student. Class teachers along with social pedagogues visit student's home who is absent. Student's living conditions and signs of physical or psychological abuse are assessed. If the underlying reason is connected to a

lack of clothes or food or other reasons stemming from financial destitution, teachers try to find solutions to get students out of adverse situations.

The role of the social pedagogue is central in schools' work with children in adverse situations. Social pedagogues gather data and send information to DDPE about students who are from impoverished families, orphans, half-orphans, and children who are home-schooled. They consult students and parents who need social, psychological support. According to the discussions with social pedagogues, all respondents emphasised that they became like psychologists whom students trust and share their confidential information. Together with, social pedagogues they also carry out raids in places where students can spend time when they are supposed to be at school: e.g. computer clubs, bazaars, etc.

Cases based on the financial hardships of a family are sent to Commission of Children's Affairs (CCA) made up of heads of government agencies at the district level: MIA (e.g. Inspection of Minors' Affairs), MoES (DDPE, school principals, social pedagogues), Ministry of Healthcare (e.g. physician), head of the district administration (city hall), MoLSD representatives (social workers), and community group leaders who can expedite the decision-making process and allocate the necessary services to children in difficult situations⁴. Through decisions made by the CCA, assessment of children and their families can be done in order to identify their vulnerability and needs. Based on the results of the assessment, family development plan or individual child development plan is formed. Further, social services according to the plan are provided to the family and child.

In residential institutions, if the students have problems, they usually share them with teachers, head teachers and social pedagogues. Altogether, they try to solve problems confidentially. Schools and residential institutions support children morally, provide consultations, conducts home visits. Teachers and educators treat children carefully as they are from vulnerable families. They provide them with psychological support. Some schools (residential school #71, Oktyabrskiy rayon, Bishkek) have Educational Councils consisting of teachers, head of educational department representatives, social pedagogues, psychologists, which is in close collaboration with IMA and parents' committees solve students' problems. Also, school administrations in residential institutions try to make children's life interesting, and for this purpose, conduct competitions and extra-curricular activities.

However, teachers in both public schools and residential institutions said that they are overwhelmed by the volume of work. There is also a lack of psychologists throughout the country. Psychosocial support has become a responsibility of teachers and social pedagogues, increasing their workload while their payment stays the same. Moreover, they need training in the provision of psychosocial support and managing cases. They also need resources to deal with cases of children in adverse situations better.

⁴ Regulation on Commission on Children's Affairs <http://cbd.minjust.gov.kg/act/view/ru-ru/100175?cl=ru-ru>

5.2 Providing extra-curriculum activities in schools and residential institutions to promote social inclusion of adolescents

Each public school and residential institution has study plans, as per the MoES directives on extracurricular activities, and implement them throughout the academic year. These plans include such activities as sports competitions, seminars, concerts, workshops, training, lectures, informative meetings, round tables, debates which are held among students, and the guest speakers from relevant government agencies, community leaders and civil society members. For example, one of the DDPEs of Chui oblast said that 11 events are planned for one year, in which topics on PVE are covered as well (Interview with DDPE, Chui Oblast). In addition, schools can add their own topics and events to these 11 events. They provide social integration of students. *Klassnyi chas* is also part of extracurricular activities, which also covers topics on PVE, peacebuilding, tolerance, media literacy and children's rights.

While a local government has sports facilities, library, theatre, these are normally located in the largest village within the local government area (*aiyl aimak*). During our fieldwork, students in remote villages had to walk to the next village to play indoor soccer, participate in sports clubs. The biggest challenge for 11th graders was prepared for the ORT university entrance exam, which required students hitchhike to the nearby city after school hours and return home in the dark, putting themselves in danger due to lack of such services in their villages.

In other words, there is still a huge gap in providing extracurricular opportunities for students to address their isolation and social exclusion. It is particularly true in regards to children living in rural villages due to lack of infrastructure for sports activities, and lack of resources by the local administration to address this problem.

The main problem is a limited budget of extracurricular activities within the MoES overall budget. Under the current system teachers, who teach regular classes, can organise extracurricular activities for the same subject they teach (math, biology, physics, singing, drawing). The number of hours allocated per school for extracurricular activities is determined by the number of students in the school; while overcrowded schools make it difficult to find vacant rooms for those teachers who go on to organise such activities.

In most schools, extracurricular activities are lacking or very minimal. Due to a shortage of budget for extracurricular activities, the class teacher is given additional hours to organise extracurricular activities, but the hours are calculated at a lower rate than teaching hours. Also, the number of extracurricular activities is dependent on the number of students that attend. As per the interview of DDPE of Ozgon district, the extracurricular activities available in that district covers only 20% of the needs of students (Interview with DDPE official, Ozgon district, Osh oblast). All the schools we visited lacked proper outdoor and indoor sports facilities. If the teacher is experienced, an arrangement can be made between the teacher and the parents to teach additional paid classes.

The extracurricular activities and cultural activities organised around holidays has a positive impact on the social integration of children. There are cultural programs connected to major holidays which attract talented students who can sing, dance and other artistic skills to participate in the events. It allows students to socialise, build friendships and learn to express themselves, be more tolerant towards others. But, during an FGD with students of Talas oblast, they identified that students with

low self-esteem are not always included in such programs since it is voluntary (FGD with high school students, Pokrovka village, Manas district, Talas oblast). Active and successful students engage in most of the singing, dancing and other relevant activities. This shows a lack of individual child-centred approaches to teaching and involving children to the social life of the school.

Respondents from residential institutions indicate that they frequently conduct many extracurricular events, such as meetings, competitions, concerts, sports competitions, as well as visits to orphanages and nursing homes. These residential schools provide their students with everything for doing sports. Activities that involve communication with communities outside the residential school enables students to stay connected with the community.

Most interviewed parents and parental committees expressed their wishes to have more extracurricular activities in schools or their villages. There is a need for indoor sports facilities and related sports, foreign language courses (Russian, English) and crafts. It was pointed out that tuition fee should be no more than 1000 KGS per month (appx. 13 Euro) for such courses to be affordable in rural areas. Parents also recommended conducting additional lessons on religion for understanding traditional Islam. There is a need of a psychologist to work with children in adverse situation and parents need education on parenting for children with antisocial behaviour.

6. Conclusion

The current study explores the resilience of adolescents (ages 14-17) to radicalisation and violent extremism in schools and residential institutions of Kyrgyzstan. In particular, its objective is to study the engagement of educational institutions in teaching the skills and values that contribute to building children's resilience to radicalisation and violent extremism. The study also examines to what extent schools contribute to the implementation of the Youth Policy 2017-2020.

The study used a mixed-method approach. Surveys were conducted with 660 students in schools, 72 students in residential institutions, 52 teachers in schools, and five teachers in residential institutions. 25 KIIs and 35 FGDs were conducted with a range of stakeholders: representatives of relevant state institutions, community-based actors, teachers, school management, parents, and children. Three hundred five pages of materials such as plans of the class teachers or extracts from the plans, posters, pictures, articles used for *klassnyi chas* were analysed. Based on the findings presented in this report, the research questions of the study can be answered as follows:

- 1) *What is the current level of resilience of adolescents (14-17) to radicalisation and violent extremism?*

According to the BRAVE guidelines (Brisson 2017), higher scores indicate greater levels of characteristics associated with resilience to violent extremism. Our analysis has revealed that students of residential institutions have the highest BRAVE score (71.32 of 100), followed by the score of the students from pilot schools (70.72 of 100). Students of non-pilot schools have the lowest score (70.12

of 100). The differences are not statistically significant at the α - 0.05 point. We used a five-point scale aligned with the BRAVE scores for interpreting the outcomes of the BRAVE analysis within this study: 20-Poor, 40-Fair, 60-Moderate, 80-Good, and 100-Excellent. Consequently, the BRAVE scores of students can be placed between moderate and good.

The only statistically significant differences were identified in violence-related beliefs and behaviours - sub-domains of the BRAVE. Pilot schools and residential institutions significantly scored better than non-pilot schools. Potentially, these can be due to piloting a new subject in the pilot school as well as more quality teaching techniques in pilot schools and tighter control and supervision in the residential institutions.

2) Is there any correlation between the resilience levels of pupils depending on teachers' qualifications and/or education outcomes?

Teachers' qualifications and academic performance were only significant factors predicting BRAVE scores in pilot schools. Further, though age appeared to be a negative predictor for BRAVE scores - meaning older children had lower scores - this was statistically significant only in non-pilot schools.

A factor common across all schools was child-centred teaching reported by students and child-centred teaching beliefs in non-pilot and pilot schools. Notably, child-centred teaching reported by students was a consistent predictor in all three settings. The analysis revealed that teachers' child-centred beliefs were also a significant predictor of a child's resilience both pilot and non-pilot schools. These findings state that it is important to keep the child in focus when teaching and stressing child's autonomy and ability to construct knowledge rather than considering knowledge as something imparted by the teacher as an authority (Tzuo 2011). Teaching should also be premised on child rights, particularly listening to children, respecting their voices, and encouraging their participation in decision-making (UN CRC 1989). According to KIIs and FGDs, new standards focused on child-centred teaching have been introduced in schools since 2014; though there are challenges in ensuring that these standards are put in practice.

Interestingly, despite a common assumption is that socio-economic adversity might determine children's resilience, the outcomes of the regression analysis are not congruent with this assumption. The comparison of BRAVE scores of children from different economic households did not reveal any statistically significant differences either.

3) Do schools and residential institutions build the resilience of adolescents (14-17) to prevent their radicalisation and violent extremism? If so, to what extent and how do schools and residential institutions build the resilience of adolescents (14-17) to prevent their radicalisation and violent extremism (any adolescents above 18 who were still in school were added to the research)? To what extent do these activities of schools and residential institutions contribute to the implementation of PVE goals of the Youth Policy 2017 – 2020?

According to qualitative data and textual analysis, schools and residential institutions have activities aimed at building resilience to radicalisation and violent extremism. *Klassnyi chas* appeared to be the

key platform. Most teachers and students confirmed in the survey having regular *klassnyi chas* lessons on terrorism, violence, and radicalisation. Other topics included rights, responsibilities, life skills, and future professions. The subjects are agreed in the curriculum and given by DDPEs according to the policy. However, teachers (except in residential institutions) seem not to know about the policy of the government; though they would benefit from having a broader picture and more knowledge about the policy.

Almost all schools reported that they do some activities to prevent children's anti-social behaviour, tackle radicalisation and violent extremism. They provide support to children from vulnerable families in cooperation with community actors. The new subject on the history of religions seems to have been received well. The survey showed significant differences between the non-pilot and pilot schools students in their violence-related beliefs and behaviour possibly suggesting that this might be due to the new subject.

However, study participants reported many challenges and barriers for teachers to do their job well, such as a low salary, a lack of teaching materials, a large workload especially with psychosocial support of students. Not all teachers go through professional development because of such reasons as a lack of incentives and a lack of time. There is poor cooperation between schools and religious representatives on children education. Schools do not fully trust religious leaders; while the latter believe that they should be involved in teaching religion and morals to children.

4) What type of support do schools and residential institutions provide to adolescents who are in an adverse situation to help them improve their situation?

Social pedagogues, who are responsible for assisting children in a difficult life situation, are central in identifying children experiencing challenges in their lives and coordinating the support. However, in most cases, it appears only social pedagogues, class teachers and inspectors are involved in providing social support to families. Wider psychosocial support services such as psychologists are lacking, leading to an overload of work on teachers. The funding challenges also seem to limit support to families facing financial hardship.

5) To what extent do schools and residential institutions provide extra-curricular opportunities for students to address their isolation and social exclusion (i.e. what measure do schools and residential institutions take to ensure inclusion and social integration)?

Most extra-curriculum activities in schools and residential institutions are limited to organising concerts, sports competitions, talks, and discussions. A gap in the provision of extra-curriculum activities was identified, especially in rural areas. Local authorities as well as the MoES lack funding to ensure that children have extra-curriculum activities (e.g. after school clubs, etc.).

The organised activities tend to involve active students who study well leaving out students with low self-esteem or students poorly integrated into the school community, suggesting that current activities unintentionally exacerbate the existing social exclusion of some children. Parents expressed needs for more regular extra-curriculum activities.

7. Recommendations

Based on the findings, six recommendations are provided to improve the level of resilience of adolescents to radicalisation and violent extremism in Kyrgyzstan:

For relevant government institutions at the national and district levels (MoES, DDPE)

- 1) *Raise the awareness of key stakeholders (public education institutions at the national, district, and community levels including school administration, teachers as well as private and religious educational institutions) as well as general public (parents, community leaders, community-based organisations) about the importance of child-centred teaching based on child rights in building the resilience of children to radicalisation and violent extremism.*
 - The study showed that child-centred teaching can be central for promoting resilience of adolescents to radicalisation and violent extremism. The evidence gathered showed that teaching in schools appear to be far from child-centred as teacher-centred methods are still prevalent. For this reason, teachers and other stakeholders need to raise awareness about the importance of child-centred teaching.
- 2) *Strengthening the capacity of schools and teachers in delivering child-centred teaching focused on the needs, rights, and voices of children to develop their individual capabilities*
 - Most interviewed respondents indicated that poor education and lack of innovative approaches in building resilience among adolescents is related to a low salary of teachers. Increasing their salary would attract more qualified teachers and thus improve education.
 - Improving teacher's attitude towards children as respondents noted some teachers use physical punishment and have a rude attitude to students.
 - Taking into account that most of the challenges of schools such as lack of funding have persisted since the independence of Kyrgyzstan, new ways of improving the situation may be considered such as a better engagement of communities into ensuring transparency, accountability to the education process in schools including its funding.
- 3) *Rolling out the pilot subject on "History of Religions" as, according to the study, it appears to have influenced violence-related beliefs and behaviours of students.*
 - Implementing the subject "History of religions", currently piloted in 56 schools, in all schools of the country.
 - Building capacity of teachers, school administrations, and community actors on prevention of radicalisation since mostly only teachers of the subject "History of religions" participated in the training. The rest of the teachers do not have the necessary knowledge in this area.

- The content of the “History of Religions” textbook needs to be simplified as, according to teachers, children found some of the material in the text challenging to grasp.
- Promoting a close collaboration of school with religious institution or religion subject to explain to students religious issues to avoid radicalism. Schools need support at the national level (MoES, Government, Parliament) on awareness-raising of people on PVE and religious issues.
- Providing books with cases, textbooks with questions and tests, brochures and training for teachers and students in the issues of PVE.

For relevant actors at the community level (school administrations, community organisations, and parents/caregivers)

4) Strengthening work with parents and caregivers, especially those who are left to care for children whose parents have migrated

- Improving communication skills of parents/caregivers to build supportive relations with children.
- Increasing the number and accessibility of psychologists, particularly in remote and rural areas, for supporting parents/caregivers and children.
- Working with parents on expanding their knowledge on resistance to radicalisation so that they could be sensitive to any signals when their children would become vulnerable to radicalisation.

5) Expanding extra curriculum activities to promote the social inclusion of children.

- Increasing availability and accessibility of extra-curricular activities for children, in particular, in rural and remote villages and children from disadvantaged families.
- Connecting schools to the internet, so teachers could use innovative approaches in educating children.
- Expanding teaching life skills, socio-emotional intelligence, development of worldview, and organising talks on future professions and social norms.
- Ensuring that the current activities need to ensure that all children have a similar opportunity to be involved (not only the active students who study well).
- Exploring public-private collaboration opportunities to support children in adverse situations.

6) Starting building resilience activities earlier than the ninth grade.

- Introducing resilience-building skills earlier would benefit children who discontinue their studies after the 9th grade as it emerged from the study on the last two years of

school children tend to discontinue their studies; while resilience to violent extremism appeared to decrease as children grow. Adolescents of the 9th-11th grade should also be supported with life and job entry skills.

7) *Building capacity of school administration and teachers, especially social pedagogues to deal with cases of children in adverse situations*

- Providing training on psychological support, case management (e.g. early detection of children in adverse situation), needs assessment, conflict resolution, social partnership building, and leadership skills.
- Improving collaboration with other actors to strengthen the case management work
- Providing resources to teachers to work with children in adverse situation effectively

Future research avenues

The study has opened up a number of avenues for future research:

- The study discovered that parenting in Kyrgyzstan is challenging mostly because of limited economic opportunities for parents to earn for their families leading to high rates of labour migration. Children are left with extended family members whose care varies. Cases of neglect have been stated by study participants who raised concerns that these children are left with no proper guidance and upbringing. Consequently, future research can focus on a) if child-centred and child rights-based parenting also determines the resilience of children to radicalisation and violent extremism and b) to what extent parenting/caring for children are child-centred and child rights-based in Kyrgyzstan.
- The study explored on how educational institutions contributed to the implementation of the Youth Policy which was chosen as a focus of the study. Future research can analyse implementation of other important legal regulations on PVE such as a Concept on the State Policy on Religious Affairs for 2014 – 2020 and a National Strategy on PVE.
- The study examined if the new subject on the History of Religions introduced by the MoES had made any difference in schools where it was piloted. As reported above, students in pilot schools appeared to disapprove violence more than those in non-pilot schools suggesting that the new subject might be one of the factors resulting in this difference. Since the MoES is planning to roll out the subject to other schools, future research can focus on evaluating the impact of the new subject.
- The study identified that religious leaders might be playing an important role in PVE. Future research can focus on exploring in-depth a role of religious leaders at the community level in PVE and building resilience of adolescents and young people against violent extremism.

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Annex 1: KIIs and FGDs

Table 28: Details of KIIs and FGDs

Oblast	District	School	Interviews	FGDs
Batken	Kyzyl-Kiya	School aft. Toktogul (pilot)	<ul style="list-style-type: none"> Regional education department 	<ul style="list-style-type: none"> Children Parents' committees
Osh	Ozgon	School aft. Lenin (pilot)	<ul style="list-style-type: none"> Regional education department Religion course teacher 	<ul style="list-style-type: none"> Parents
Osh	Kara-Suu	School aft. Bokonbaev (piloting religion course)	<ul style="list-style-type: none"> Religion course teacher 	<ul style="list-style-type: none"> Community actors Parents' committees
Osh	Kara-Suu	School aft. Lenin	<ul style="list-style-type: none"> Juvenile police inspectors 	<ul style="list-style-type: none"> Teachers & soc teachers Children
Osh	Nookat	School aft. Khuzhamov	<ul style="list-style-type: none"> Juvenile police inspectors 	<ul style="list-style-type: none"> Parents Community actors
Jalalabad	Jalalabad	School #9 aft Sanatbaev (piloting religion course)	<ul style="list-style-type: none"> Religion course teacher 	<ul style="list-style-type: none"> Parents
Jalalabad	Bazar-Korgon	School #24 aft Nurdavletov	<ul style="list-style-type: none"> Regional education department Juvenile police inspectors 	<ul style="list-style-type: none"> Parents' committees Community actors
Jalalabad	Bazar-Korgon, Akhman	School #5 aft. Toktogul		<ul style="list-style-type: none"> Teachers & soc teachers
Jalalabad	Jalalabad	School #8 aft Navoi (piloting religion course)	<ul style="list-style-type: none"> Religion course teacher 	
Talas	Talas	School #1 (piloting religion course)	<ul style="list-style-type: none"> Regional education department Juvenile police inspectors Religion course teacher 	<ul style="list-style-type: none"> Parents' committees
Talas	Manaskey	Pokrovka school		<ul style="list-style-type: none"> Children
Naryn	Zhumgal	School aft. Turusbekov	<ul style="list-style-type: none"> Regional education department Juvenile police inspectors 	<ul style="list-style-type: none"> Parents' committees Community actors
Yssyk-Kol	Ak-Suu	School aft. Jany Aryk (piloting religion course)	<ul style="list-style-type: none"> Regional education department Religion course teacher 	<ul style="list-style-type: none"> Parents
Yssyk-Kol	Jeti-Oguz	School aft. Chon Jyrgalchak	<ul style="list-style-type: none"> Juvenile police inspectors 	<ul style="list-style-type: none"> Community actors
Yssyk-Kol	Jeti-Oguz	School aft. Khazret		<ul style="list-style-type: none"> Teachers & soc teachers

Bishkek	Leninskiy	School #10 (piloting religion course)	· Regional education department	· Teachers & soc teachers · Parents' committees · Parents · Community actors · Children
	Jayil	School aft.Sosnovskaya		
Chui	Alamedin	School Kara-Jygach (piloting religion course)		
Chui	Moskovskiy	School aft. Miroshenko		· Parents
Chui	Sokuluk	School #4 aft. Jangazieva (piloting religion course)		· Community actors · Children
Chui	Yssyk-Ata	School #3 Novopokrovka (piloting religion course)	· Regional education department · Religion course teacher	· Parents' committees
Chui	Yssyk-Ata	School aft. Vakkhera		· Parents · Children
Osh	Ozgon	Residential institution aft. Myrzake	· Religion course teacher	· Children · Teachers & soc teachers
Bishkek		Boarding school #71	· Religion course teacher	· Children · Teachers & soc teachers

Annex 2: Textual analysis

Table 29: Number of schools where materials were not collected from

Type of school	Number of schools
Non-pilot schools	3
Pilot schools	2
Residential institutions	2
Total	7

Table 30: Collected materials per regions

Oblast	Type of school	Type of material	Quantity/pages
Batken	Non-pilot schools	No schools covered	-
	Pilot schools	Classroom hour plans or extracts from the plans Extracts from the thematic lessons on extremism and a variety of other topics Other materials: as posters, pictures, articles from newspapers	13
Osh	Non-pilot schools	Classroom hour plans or extracts from the plans Extracts from the thematic lessons on extremism and a variety of other topics Other materials: as posters, pictures, articles from newspapers.	27
	Pilot schools	Classroom hour plans or extracts from the plans Extracts from the thematic lessons on extremism and a variety of other topics Other materials: as posters, pictures, articles from newspapers The book History of the Religious Culture (for the 9th form) The Methodological guidance for teachers on the book History of the Religious Culture (2018)	43
Jalalabad	Non-pilot schools	Classroom hour plans or extracts from the plans Extracts from the thematic lessons on extremism and a variety of other topics Other materials: as posters, pictures, articles from newspapers. Methodological manual for class teachers in grades 9-11 of secondary schools (UNICEF)	94
	Residential institutions	No institutions covered	-
Issyk-Kul	Non-pilot schools	Classroom hour plans or extracts from the plans Extracts from the thematic lessons on extremism and a variety of other topics Other materials: as posters, pictures, articles from newspapers.	23
	Pilot schools	Classroom hour plans or extracts from the plans	33

		Extracts from the thematic lessons on extremism and a variety of other topics Other materials: as posters, pictures, articles from newspapers	
Naryn	Non-pilot schools	Classroom hour plans or extracts from the plans Extracts from the thematic lessons on extremism and a variety of other topics Other materials: as posters, pictures, articles from newspapers.	4
	Pilot schools	No pilot schools covered	-
Talas	Non-pilot schools	Classroom hour plans or extracts from the plans Extracts from the thematic lessons on extremism and a variety of other topics Other materials: as posters, pictures, articles from newspapers The book History of the Religious Culture (for the 9th form)	15
	Pilot schools	Classroom hour plans or extracts from the plans Extracts from the thematic lessons on extremism and a variety of other topics Other materials: as posters, pictures, articles from newspapers	7
Chui	Non-pilot schools	Classroom hour plans or extracts from the plans Extracts from the thematic lessons on extremism and a variety of other topics Other materials: as posters, pictures, articles from newspapers The book History of the Religious Culture (for the 9th form)	11
	Pilot schools	Classroom hour plans or extracts from the plans Extracts from the thematic lessons on extremism and a variety of other topics Other materials: as posters, pictures, articles from newspapers	35

Table 31: Collected materials per class

Grade	Type of school	Type of material	Quantity/pages
8 th grade	Non-pilot schools	Extracts from the thematic lesson on digital technologies (Chok-Jalgychak school in Jeti-Oguz, IK province)	12
9 th grade	Non-pilot schools	Classroom hour plans or extracts from the plans Extracts from the thematic lessons on extremism and a variety of other topics	15
	Pilot schools	Classroom hour plans or extracts from the plans Extracts from the thematic lessons on extremism and a variety of other topics Other materials: as posters, pictures, articles from newspapers	28

		The book History of the Religious Culture (for the 9th form) The Methodological guidance for teachers on the book History of the Religious Culture (2018)	
10 th grade	Non-pilot schools	Classroom hour plans or extracts from the plans Extracts from the thematic lessons on extremism and a variety of other topics Other materials: as posters, pictures, articles from newspapers	62
	Pilot schools	Classroom hour plans or extracts from the plans Extracts from the thematic lessons on extremism and a variety of other topics Other materials: as posters, pictures, articles from newspapers	53
11 th grade	Non-pilot schools	Classroom hour plans or extracts from the plans Extracts from the thematic lessons on extremism and a variety of other topics Other materials: as posters, pictures, articles from newspapers The book History of the Religious Culture (for the 9th form) (in school No 66 in Kara-Suu)	85
	Pilot schools	Classroom hour plans or extracts from the plans Extracts from the thematic lessons on extremism and a variety of other topics Other materials: as posters, pictures, articles from newspapers	50

Table 32: Format of materials

Format	Type of school	Type of material	Quantity
Hand-written	Non-pilot schools	Classroom hour plans or extracts from the plans Extracts from the thematic lessons on extremism and a variety of other topics	51
	Pilot schools	Classroom hour plans or extracts from the plans Extracts from the thematic lessons on extremism and a variety of other topics	21
Typed in computer	Non-pilot schools	Classroom hour plans or extracts from the plans Extracts from the thematic lessons on extremism and a variety of other topics	123
	Pilot schools	Classroom hour plans or extracts from the plans Extracts from the thematic lessons on extremism and a variety of other topics	110

Annex 3: Sampled schools

Table 33: List of sampled schools

Oblast	Region	School type	School name
1. Batken	Kizil-Kiya	Pilot	School aft. Toktogula
2. Osh	Ozgonskiy, Ozgon	Pilot	School aft. Lenin
Osh	Kara-Suuiskiy	Pilot	School aft. Bokonbaeva
Osh	Kara-Suuiskiy	Non-pilot	School aft. Lenin
Osh	Nookatskiy	Non-pilot	School aft. Khuzhamova
Osh	Ozgon	Residential	Myrzake
Jalal-Abad	Jalal-Abad	Pilot	School #9 aft. Sanatbaev
Jalal-Abad	Bazar-Kogon	Non-pilot	School #24 aft. Nurdavletova
Jalal-Abad	Bazar-Korgonskiy, Akhman	Non-pilot	School #5 aft. Toktogul
Jalal-Abad	Jalal-Abad	Pilot	School #8 aft. Navoi
Talas	Talas	Pilot	School #1
Talas	Manas rayon	Non-pilot	Middle school Pokrovka
Naryn	Jumgalskiy	Non-pilot	School aft. Turusbekova
Issyk-Kul	Ak-Suyskiy	Pilot	School aft. Jany Aryk
Issyk-Kul	Jeti-Oguzskiy	Non-pilot	School aft. Chon-Jargylchak
Issyk-Kul	Jeti-Oguzskiy	Non-pilot	School aft. Khazret
Bishkek	Bishkek	Non-pilot	School #10
Chui	Jayilskiy	Non-pilot	School aft. Sosnovskaya
Chui	Alamedinskiy	Pilot	School Kara-Jygach
Chui	Moskovskiy	Non-pilot	School aft. Miroshenko, Sadovoe village
Chui	Sokulukskiy	Pilot	School #4 aft. Jangazieva
Chui	Yssyk-Atinskiy	Pilot	School #3 aft. Novopokrovka
Chui	Yssyk-Atinskiy	Non-pilot	School aft. Vakkhera
Chui	Octiabr region	Residential	Toktogul Satylganov

Annex 4: Subjects taught by teachers in the survey sample

Table 34: Subjects taught by teachers

Subjects	Pilot schools (n=26)	Non-Pilot schools (n=26)	Residential institutions (n=5)
Kyrgyz language and literature	7 (27%)	7 (27%)	1 (20%)
English language	4 (16%)	2 (8%)	
Russian language and literature	3 (12%)	3 (12%)	
History (individual and society)	2 (8%)	3 (12%)	
Physics	2 (8%)		
Biology	1 (4%)	2 (8%)	
Geography	1 (4%)	1 (4%)	
IT	1 (4%)	1 (4%)	
Creative design and technology	1 (4%)		
Mathematics	1 (4%)	3 (12%)	
Physical education	1 (4%)		
Uzbek language and literature	1 (4%)		
Chemistry		1 (4%)	1 (20%)
Psychology			1 (20%)