Project Overview The USAID Eastern Europe & Eurasia Social Legacy Program (SLP) reaches out to youth and other vulnerable groups in the Europe and Eurasia region, giving them the tools they need to become local leaders and promote social change. SLP is implemented by Education Development Center (EDC) through EQUIP3 — a USAID-funded mechanism focused on youth development. SLP is implementing three components in the E&E region: 1) Anti-corruption in Education in Armenia, Azerbaijan, and Macedonia; 2) Disabilities in Armenia and Georgia; and 3) Workforce Development in Kosovo and Montenegro.

The SLP Anti-Corruption component has developed the Transparent Education Network (TEN) aimed at: (a) raising awareness about corruption in education and its impact on society; (b) strengthening local capacity to analyze effects of corruption in education at individual and school levels; and (c) promote a culture of transparency and accountability in secondary- and tertiary-level schools.

TEN Activities in Azerbaijan
Simulation Exercises for Azeri Youth

In Azerbaijan, YUVA has been carrying out various kinds of creative activities including a cartoon competition and different seminars and workshops targeting university youth. In early June, as part of SLP-TEN activities, Azerbaijani youth from Baku State University, Azerbaijan State Technical University and State Oil Academy gathered at the Youth Activity Support Center for a workshop series titled ‘Let your voices be heard!’ The goal was to provide youth with a space to brainstorm on the topic of education and transparency in schools, and whether the current system in Azerbaijan meets youths’ needs and expectations. Much debate and discussion transpired, particularly focusing on the universities that the youth represented.

After much discussion, the youth participated in a role-playing simulation exercise where youth took on various roles representing governmental institutions, youth NGOs, members of Parliaments, international organizations, the private sector, youth experts, and researchers in order to realistically simulate a high level meeting to discuss anti-corruption strategies and policies. Participating in this activity allowed youth to really think about all the stakeholders involved in education policies and to try and understand the dynamics among them. This exercise was also effective in helping youth understand what kinds of anti corruption strategies and polices may receive the most support from the various stakeholders and may be most effective.