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# THE IMPLEMENTATION OF UKRAINE'S YOUTH POLICY IN THE WAR AND POST-WAR RECONSTRUCTION CONDITIONS

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# SECTION 1

## THE STATUS QUO OF YOUTH POLICY IN UKRAINE AS OF SEPTEMBER 2022

# INTRODUCTION

On March 12, 2021, a decree of the President of Ukraine approved the National Youth Strategy until 2030 <sup>1</sup> (hereinafter - the Strategy) - a framework document that provides for the introduction of new approaches to the development of youth in Ukraine and defines the key directions of consolidation of the actions and efforts of the state, all sectors of society, political and public organizations, enterprises, institutions, organizations supporting the formation and development of youth.

After Russia's full-scale invasion of Ukraine in February 2022, the status quo of youth policy and infrastructure changed significantly. The new challenges that the youth in Ukraine will face after the war must be addressed in advance, and the vision of what the youth will need must be developed without waiting for the end of the conflict. At the same time, the priorities of the Strategy remain unchanged: safety, health, capacity, and integration.

This document systematizes the research results on youth policy and youth participation in Ukraine during the war and in the period of post-war reconstruction. The research was aimed at obtaining a picture of youth leaders' assessment of youth problems, the state of youth infrastructure, as well as studying effective practices of foreign experience in youth work and youth participation. In accordance with the goal, a complex of different research methods was used.

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## **Data sources for this report:**

- Interviews with Ukrainian and foreign experts, representatives of youth organizations, youth centers, youth councils, and other organizations of youth infrastructure and youth environments.
- Analytical materials provided by interview respondents and representatives of the working group on the development of

recommendations for the implementation of the youth strategy and the National Youth Sector Recovery Plan.

- Desk study of international experience of youth policy and youth participation.

**The report is divided into sections that correspond to the main priorities of the Strategy:**

- safety - improving the safety of the environment and strengthening the resilience of young people;
- health - formation of healthy lifestyle skills, development and preservation of physical culture, a culture of a healthy diet and psychological hygiene;
- capacity - involving youth in participation in social life, increasing their independence, competitiveness, formation of civic competencies in youth;
- integration - increasing mobility, social and cultural integration of young people into the social life of Ukraine and the world.

Each of the sections includes an overview of the changes and new phenomena among the youth and in the youth infrastructure of Ukraine that arose in 2022 in connection with the full-scale invasion, as well as examples of the practices of other countries that relate to the corresponding strategic priority. On the one hand, countries with experience of warfare and post-war problems (Israel, Georgia), and on the other hand, countries with a high level of volunteering, civic education, and youth inclusion (Norway, Denmark, USA, Great Britain, Lithuania, and others) were chosen. The National Youth Strategy 2030 was developed with the support of UNICEF!



<sup>1</sup> <https://zakon.rada.gov.ua/laws/show/94/2021#Text>

- 1.1. New security challenges for youth
- 1.2. Preparation of citizens of Ukraine for national resistance, national patriotic education, and civic education
- 1.3. International experience in building systems of military training, patriotic and civic education



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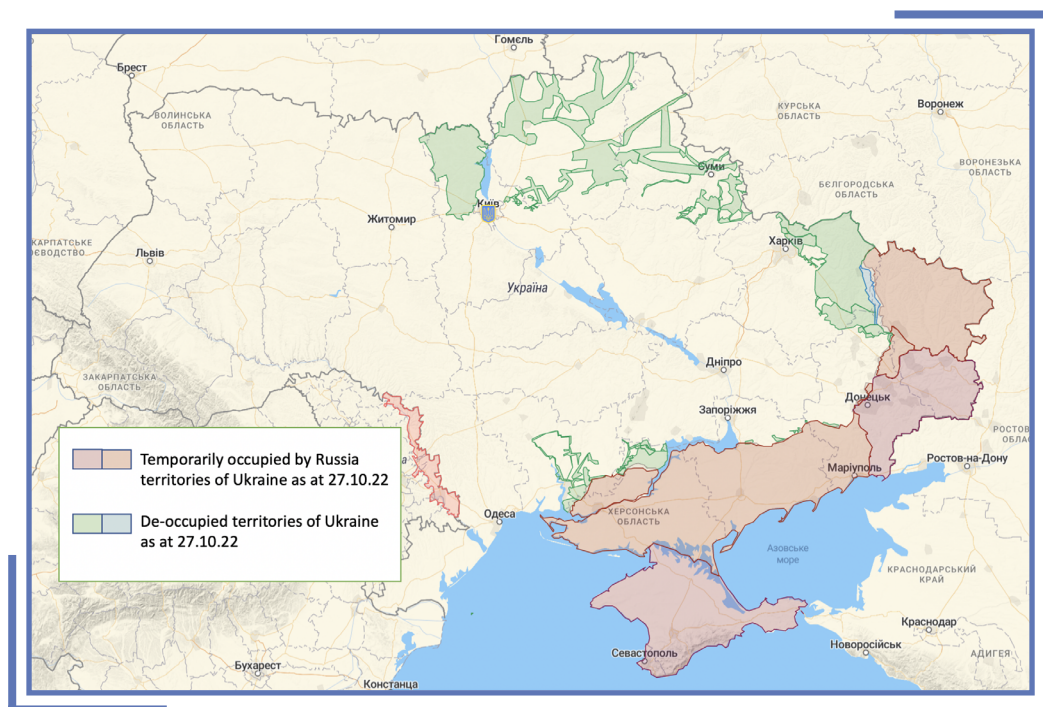
SAFETY

Subsection 1

## 1.1. NEW SECURITY CHALLENGES FOR YOUTH

After Russia's full-scale invasion of Ukraine on February 24, 2022, a number of new security challenges for young people have emerged. Some of them are common to the whole territory of Ukraine, some are more specific to the occupied and de-occupied territories.

### Map of temporarily occupied and liberated territories during the war (September 2022) <sup>2</sup>



<sup>2</sup> <https://web.telegram.org/k/#@uawarininfographics>

<sup>3</sup> <https://mvs.gov.ua/uk/news/z-pocatku-viini-v-rezultati-vorozix-obstriliv-zaginulo-ponad-7-tisyac-mirnix-ziteliv-55-tisyac-otrimali-poranennya-jevgenii-jenin>

<sup>4</sup> <https://www.radiosvoboda.org/a/news-viyna-dity-prokuratura/32040530.html>

<sup>5</sup> <https://www.ukrmilitary.com/2022/07/milion-ukrainciv.html>

<sup>6</sup> <https://www.unhcr.org/ua/idps-ua>

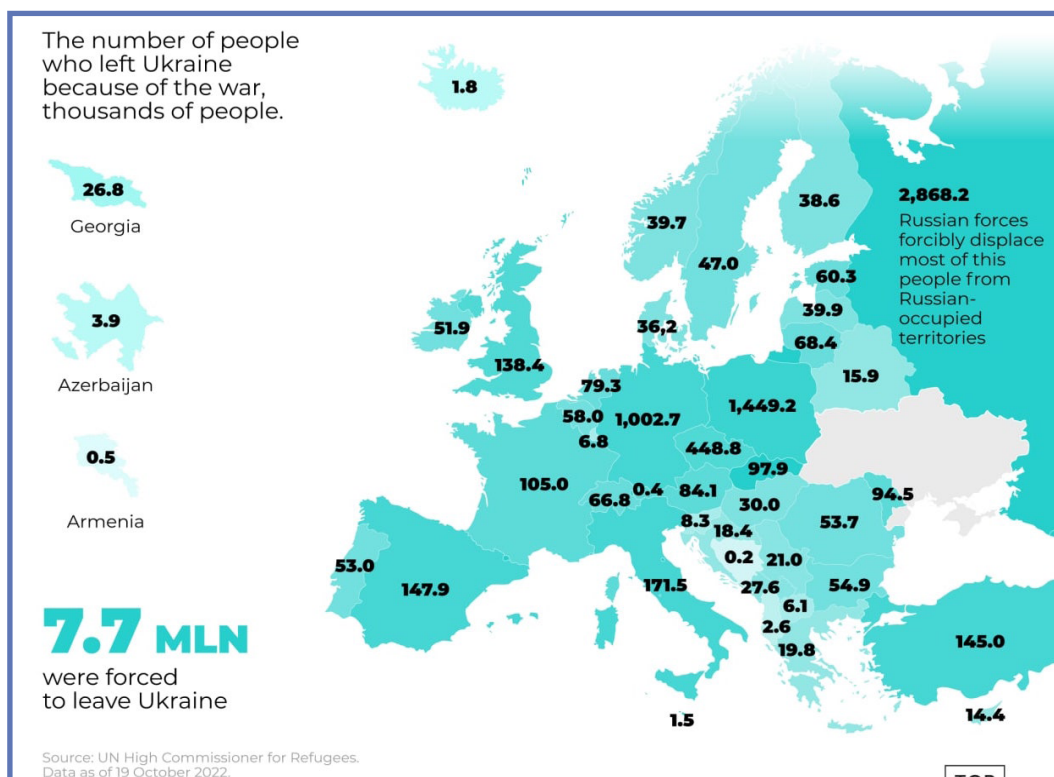
<sup>7</sup> <https://suspilne.media/251361-v-ukraini-zaminovano-priblizno-270-tisac-kvadratnih-kilometriv-teritorii->

Among the problems and challenges of the youth sector in the direction of 'security,' the respondents indicated the following:

- **Physical danger to civilians as a result of shellings and the conduction of military operations.** In the first six months after the full-scale invasion, the National Police recorded more than 22,000 shellings by the enemy, which hit more than 24,000 civilian objects. Only officially registered more than 7 <sup>3</sup> thousand civilians killed (including 759 <sup>4</sup> children) and 5.5 thousand injured. The real number of victims is much higher, as it is currently impossible to estimate their number in the occupied territories. The level of danger is higher in the occupied territories and near the demarcation line, and at the same time, the entire territory of Ukraine is in the danger zone of missile attacks. One of the factors that increase the level of danger is the lack of shelters in the larger part of the physical spaces available to young people.
- **Physical danger to the military.** After the full-scale invasion, the number of troops in Ukraine increased fivefold, including at the expense of mobilized youth. In general, more than 1 million <sup>5</sup> Ukrainians serve in the defense forces of Ukraine. The exact number of dead and wounded soldiers in Ukraine has not yet been officially disclosed. At the same time, there have been publicly voiced estimates from representatives of the Ministry of Defense that more than 9 thousand soldiers were killed in the war in the first six months after the full-scale invasion.
- **Loss of housing, livelihood means, and other challenges of internally displaced persons and refugees.** According to the UN Refugee Agency <sup>6</sup> , as of February 24, 2022, a third of Ukrainians were forced to leave their homes. At the moment, this is the largest displacement crisis in the world. Around 7 million people have been displaced within Ukraine, while an estimated 13 million people remain in conflict-affected areas, unable to leave due to heightened security risks, the destruction of bridges and roads, and lack of resources or information on where they can find shelter and housing.

- **Decrease in the level of protection due to the breakdown of family ties.** A hidden threat of conflict is the weakening of so-called 'safety nets' or support systems that help young people develop resilience. Protection at the family level is weakened: conflict often tears families apart or makes parents and caregivers unavailable as they deal with their trauma.
- Reduced income and prospects for employment or starting a business as a result of the general decline in the economic conjuncture, the fall in GDP, and the decrease in the number of available vacancies.
- Mine danger. According to the estimates of the Ministry of Internal Affairs of Ukraine <sup>7</sup> approximately 270,000 square kilometers of territory (de-occupied and occupied territories) need to be demined. Approximate terms of complete demining of territories – about 10 years. This factor significantly limits the willingness of many displaced persons, particularly children and young people, to return to their previous places of residence.

## Map of forced migration from Ukraine after the full-scale invasion



## 1.2. PREPARATION OF CITIZENS OF UKRAINE FOR NATIONAL RESISTANCE, NATIONAL PATRIOTIC EDUCATION, AND CIVIC EDUCATION

### **Preparation of citizens of Ukraine for national resistance.**

On January 1, 2022, Law of Ukraine No. 1702-IX, 'On the Foundations of National Resistance' came into force. This law creates a complex and all-encompassing system of national resistance to the aggressor by involving the population in the territorial defense in controlled territories and/or the Resistance Movement in occupied or seized territories, training Ukrainian citizens to perform special tasks of territorial defense and resistance movement; introduces general military training for citizens of Ukraine; legalizes initial training, which covers general secondary education institutions; introduces basic training for citizens aged 18 and over who have not completed military service.

The basis for the preparation of Ukrainian citizens for national resistance is their general military training, which is organized on a territorial-zonal basis, based on the principles of high motivational attractiveness, and is consistent with the process of transformation of the conscription system in accordance with the principles and best practices of NATO member states. The general military training of Ukrainian citizens consists in mastering basic general military knowledge, practical skills, and abilities and is divided into initial and basic training.

- Initial training is organized by the central executive body, which ensures the formation and implementation of state policy in the field of education and science, together with the Ministry of Defence of Ukraine and is conducted in general secondary education institutions. In summer, military-patriotic training is conducted in the form of games in summer camps.
- The basic training is organized by the Ministry of Defence of Ukraine together with other interested central executive authorities and is conducted with citizens of Ukraine who have reached the age of 18 and are not performing military service in the Armed Forces of Ukraine,

have reached the age of 18 and are not performing military service in the Armed Forces of Ukraine, other military formations formed in accordance with the laws of Ukraine, service in law enforcement agencies, by conducting periodic training meetings, classes, courses. General military training of citizens of Ukraine for national resistance is organized using the funds of military units of the Territorial Defense Forces of the Armed Forces of Ukraine, military educational institutions, training centers, other military units (institutions) of the Armed Forces of Ukraine, other components of the security forces and defense forces, objects that are in the sphere of management of state bodies and local self-government bodies.

**National patriotic education in Ukraine.** On May 18, 2019, the Strategy of National Patriotic Education <sup>8</sup> was approved by the decree of the President of Ukraine. According to the strategy, the national-patriotic education of children and youth is a comprehensive, systematic, and purposeful activity of public authorities, public organizations, families, educational institutions, and other social institutions to form in the younger generation a high patriotic consciousness, a sense of loyalty, love for the Motherland, concern for the welfare of their people, readiness to fulfill civic and constitutional duties to protect national interests, integrity, independence of Ukraine, to promote its formation as a legal, democratic and social state.

As part of the implementation of this Strategy, on July 29, 2019, the Ministry of Education and Science of Ukraine approved the Concept of National-Patriotic Education in the Education System of Ukraine <sup>9</sup> , and on August 3, 2022, the curriculum for general secondary education institutions 'Protection of Ukraine' <sup>10</sup> was approved by the order of the Ministry of Education and Science of Ukraine No. 698. The curriculum consists of two thematic plans, which are studied in educational institutions of the general secondary education system during grades 10 and 11 and during field training and educational and training camps.

**Civic education in Ukraine.** As an educational subject, civic education appeared in Ukraine at the beginning of 2000 <sup>11</sup> . The development of

the National Program of Patriotic Education of the Population <sup>13</sup> ,adopted in 1999. In 2012, a new Concept of Civic Education was proposed, but the draft concept was not approved. The Law on Education <sup>14</sup> , adopted in September 2017, stipulates that the state is obliged to create conditions for civic education aimed at developing competencies related to the exercise by a person of his or her rights and duties as a member of society, awareness of the values of a civil (free democratic) society, the rule of law, human and civil rights and freedoms.

The rule of law, freedom and civil/democratic political culture is defined by law as one of the basic principles of education in Ukraine. The law defines 12 key competencies that correspond to the purpose and principles of education, and additionally, a cross-cutting competence related to critical thinking. Civic and social competencies are defined as those related to the ideas of democracy, justice, equality, human rights, welfare and a healthy lifestyle, with awareness of equal rights and opportunities. In addition, the approach to civic education is presented in the National Strategy for Civil Society Development for 2016-2020 <sup>15</sup> .

As the issue of civic education is on the agenda of state institutions and international donors, dozens of civil society organizations in Ukraine declare civic education as an area of activity, have their own civic education programs or steadily disseminate international practices, and carry out systematic activities aimed at the identified target groups within both formal school education and non-formal education (including through online tools).

Currently, there are significant differences between approaches to national-patriotic education and civic education. The same institutions can be providers of both approaches. This results in a two-sided perception of many values and a lack of an integrated approach to what should be taught in both cases. The solution is either to include the national dimension in the discussion of civic education programs or to continue the coexistence of these two concepts as parallel educational approaches.

At the same time, a significant number of interviewed respondents from the youth sector voiced warnings about the risk of low quality and violation of principles in the process of the mass implementation of updated programs of national-patriotic education during the war.

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<sup>8</sup> <https://zakon.rada.gov.ua/laws/show/286/2019#Text>

<sup>9</sup> <https://mon.gov.ua/ua/npa/pro-vnesennya-zmin-do-nakazu-ministerstva-osviti-i-nauki-ukrayini-vid-16062015-641>

<sup>10</sup> <https://mon.gov.ua/storage/app/media/zagalna%20serednya/programy-10-11-klas/2022/08/15/navchalna.programa-2022.zakhyst.Ukrayiny-10-11-standart.pdf>

<sup>11</sup> [https://rpr.org.ua/wp-content/uploads/2017/11/171108\\_citizenship-education-Ukraine-ukr\\_YB.pdf](https://rpr.org.ua/wp-content/uploads/2017/11/171108_citizenship-education-Ukraine-ukr_YB.pdf)

<sup>12</sup> <https://osvita.khpg.org/index.php?id=976002302>

<sup>13</sup> <https://zakon.rada.gov.ua/laws/show/1697-99-%D0%BF#Text>

<sup>14</sup> <https://zakon.rada.gov.ua/laws/show/2145-19#Text>

<sup>15</sup> <https://www.kmu.gov.ua/gromadskosti/gromadyanske-suspilstvo-i-vlada/spriannya-rozvitku-gromadyanskogosuspilstva/nacionalna-strategiya-spriannya-rozvitku-gromadyanskogo-suspilstva-v-ukrayini-na-2016-2020-rok>



### 1.3. INTERNATIONAL EXPERIENCE IN BUILDING SYSTEMS OF MILITARY TRAINING, PATRIOTIC AND CIVIC EDUCATION

#### LITHUANIA

This section collects practices related to increasing public participation, military training and patriotic education of youth in different countries of the world.



**The Lithuanian Rifle Union** (Lietuvos šaulių sąjunga, LŠS) — is a paramilitary organization, the third line of defense in Lithuania after the Lithuanian Army and the voluntary National Guard of Lithuania. The union was founded in 1919, existed until 1944, and after long years of Soviet occupation, it was restored in Lithuania in 1989. It includes not only military personnel but also civilians of various professions (lawyers, doctors, engineers, government employees, civil servants, and businessmen). Some members of the organization have military uniforms and personal weapons, and they regularly undergo weekly training. The union is one of the main pillars of patriotic education in the country and is regulated by a separate law.

Overall, the union has more than 12,000 members, almost half of which (more than 4,000) are young riflemen, young men aged 12 to 18 (about 5% of all the country's youth of this age). A special internal training program has been developed for them. At the same time, in recent years the Union

has been carrying out a state program on patriotic education, public participation and defense in schools in the form of selective school courses on national security and regional defense once a week. As a result, every year among the draftees to the armed forces, about a quarter are graduates of the rifle union. At the same time, almost half of the cadets of the military academy are riflemen. After the start of the full-scale Russian invasion of Ukraine, there are discussions about how to popularize this course and achieve 100% participation in it by all ninth graders, and then involve other parallel students, starting with fifth graders. The program for young riflemen lasts 4 years and gets more complicated every year. If the first year of the program covers the studying of basic tourist skills, hiking, survival in the forest, and ideological training, then the last year of study focuses on the work with weapons, skills of combat tactics, and other forms of military training.



***Emblems of subdivisions (territorial units) of the Riflemen Union.***

The organization has a system of ranks that can be obtained after training in camps of various levels. Camps for shooters of the 1st-3rd ranks are held in all regions of the country, while for the 4th there is one general camp to which the best are selected. In addition to the instructors of the Union, future officers and cadets of the military academy teach in it too. Military infrastructure or other state premises or facilities are used for holding camps on preferential terms. The Lithuanian Rifle Union has been hosting youth from Ukraine in its camps for many years.

The organization is financed from various sources: budgetary funds of the Ministry of Defense (both as direct funding and as payment for the provision of services, such as security) and the Ministry of Education (compensation for teachers in schools), membership fees, sponsorship, participation in EU programs, etc. The relations of the Rifle Union with the state are built through the direct regulation of the organization's activities by a separate law,

while also preserving autonomy and self-government in decision-making. The main governing body of the organization is a congress.

**The Lithuanian Youth Volunteer Service** – is a long-term national program created and financed by the Ministry of Social Security and Labor of Lithuania and is aimed at developing the competencies of young people and their recognition. Participation in the program requires participants to volunteer for at least six months at least 35 hours per month (240 hours in total). Each volunteer has the support of mentors and coordinators to support the implementation of volunteer tasks, maintain long-term motivation, and reflect on the experience and acquired competencies. All volunteers who have successfully completed the program receive documents confirming the competencies they have acquired. Since 2019, the Ministry of Education, Science and Sports provides volunteers with additional priority points when applying for all state higher education programs in Lithuania at universities, colleges and academies.

## ISRAEL

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Israel is a young country that was built almost from scratch by young people who felt devotion to the state idea. Israeli youth organized agriculture in the desert, created a political elite, built a defense system and civil society. Israel had to invest a lot of resources to build a powerful army and become a 'startup nation'. There is no ministry of youth policy in Israel, but 11 different ministries develop programs and provide services related to youth.



**Mekhins** are autonomous specialized educational institutions of valuable non-formal education and pre-military training in Israel. It is funded and supported by the Ministries of Education and Defense, as well as the Israel Defense Forces. The first religious mekhina Bnei David was founded in 1988 in the settlement of Eli, on the West Bank of the Jordan River. As of 2022, over 60 centers are operating in Israel. The mission of mekhins is to prepare for the conscious service in the army, to educate leaders

of local communities who could influence society and the state.

Program blocks include the study of: Judaism, Jewish traditions, Zionism, and are also aimed at developing leadership skills, volunteering, and military training. All mekhins are divided into secular, religious and mixed. Funding for mekhins comes from several sources: the government, parents of students, philanthropists and sponsors. About 25% of students come from the social, economic and geographical periphery of Israel. That's why mekhins are provided with state funding and scholarships for talented students. Almost 90% of mekhins' graduates obtain high positions in the Israeli Armed Forces. 25% of the officer courses graduates and 10% of the piloting courses graduates at the Israel Air Force Academy are former mekhins graduates. Battalion and division commanders prefer mekhin graduates, because a year of training, personal development and volunteering teaches them to be leaders, ready to take responsibility, be an example, solve difficult situations, which require a high level of moral qualities and experience that they get in the process of training in the mekhin.

**Shnat Sherut** (abbreviated Shin-Shin, Hebrew: **תוריש תנש**) is a one-year voluntary service program for Israeli high school graduates prior to their service in the Israel Defense Forces (IDF). Unlike gap year, which is practiced in other countries, Shnat Sherut is entirely dedicated to volunteer work and does not provide financial compensation for volunteers. Volunteers work full-time in a variety of areas: helping developing cities and underserved communities, boarding schools for at-risk youth, youth movements, conservation/environmental organizations, and many other non-governmental organizations and projects. Through the Jewish Agency for Israel (Sokhnut), some spend up to ten months a year volunteering in Great Britain, Canada, the United States and other countries.

In order to participate in the military year, potential volunteers must postpone their mandatory military service. However, the number of postponements allowed by the IDF is limited, making acceptance into the Service Year program selective and competitive.

The draft rate for military service among the Shnat Sherut graduates is almost 100%, and many volunteers are accepted into the most elite units of the Israel Defense Forces.

**Gadna Youth Corps** - is an extracurricular program for high school and full-time vocational students that includes: lectures on military strategy, shooting, first aid skills, night exploration volunteer and elective programs, usually led by commanders who serve in the infantry Nahal brigade. The goal of the program is to teach children of Israel to defend themselves. In the 1960s, 60% of the adolescent population went through this program. The program receives financial and logistical support from the ministries of defense and education.

## GEORGIA

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Civic education and human rights education are taught in Georgian schools as separate subjects and as a component of various educational programs and courses. The National Curriculum, which was adopted from 2011 to 2016, has several subjects closely related to civic education. Among the eight main subject areas, such a discipline as 'Social Sciences' pays quite a lot of attention to civic education. This can also include the course 'Civic Education' (grades 9-10), courses on history, geography, civil defense, and road safety. In 2016, the course for junior high school students 'Me and my society' was added to the specified list. In addition, social and civic competence is included in the list of 13 general competencies, which should be reflected in all subjects.



Social and civic competencies are defined as a set of knowledge, skills and attitudes that enable young people to assess their own abilities, manage their emotions and understand themselves and their place in the world. This implies the availability of opportunities for communication, creativity, tolerant attitude towards the rights and freedoms of others, knowledge of social values, norms and rules, as well as respect for them. According to the National Education Strategy of Georgia, after leaving school, young people should be able to

demonstrate that they are able to be 'law-abiding and tolerant citizen' who possess 'skills of mutual respect, understanding and mutual knowledge' 'skills for the protection of human rights and respect for people' and abilities 'to apply knowledge about human rights and live by them'

**'Program of Multilingual Support'** In the system of formal education, civic integration programs have been implemented in the curriculum of Georgia for schools with a non-Georgian language of instruction (Azerbaijani, Armenian, Russian). The main tasks of the 'Program' are to create an educational system as the main tool for the integration of national minorities into society, promote tolerance and the development of civil society; improve the acquisition of the state language and minority languages in general education institutions; ensure the development and implementation of educational programs of minorities in accordance with the above-mentioned goals, while simultaneously promoting the preservation of the cultural and linguistic identity of national minorities and their integration into Georgian society. In 2010, 40 public schools in Georgia continued piloting multilingual education as a result of the implementation of the Program.

**'Georgian Language Program'** The main goal of the 'Georgian Language Program' is to promote the popularization of the Georgian language as the state language, and, at the same time support the linguistic and cultural identity of national minorities through the introduction of special measures. For this purpose, the program aims to perform the following tasks:

- promote the learning of the state language among national minorities;
- promote the study of languages of national minorities;
- expand the availability of textbooks for non-Georgian students;
- create special language programs for adults in regions densely populated by national minorities;
- improve access to higher education among minority students.

According to the set tasks, the 'Georgian Language Program' is implemented through four subprograms:

- Subprogram for improving the accessibility of textbooks for non-Georgian students.
- Minority languages protection subprogram.
- Adult education centers in Samtskhe-Javakheti and Kvemo-Kartli regions.
- Subprogram for supporting internally displaced students from South Ossetia to obtain a bachelor's program in Georgian universities.

**'Program of support for teachers and administrative and technical personnel from the occupied regions of Georgia'.** The program is part of the general program of civil integration, it is aimed at providing financial support to teachers and administrative and technical staff in conflict zones and in the occupied during the Russian aggression in 2008 regions of Georgia (South Ossetia and Abkhazia).

**'Program for supporting Georgian schools abroad'.** The objectives of the Program are to popularize Georgian traditions among Georgians living abroad and to provide them with updated information about modern Georgia. Among the priorities of the Program is the support of linguistic and cultural identity and ties with the country.

**Civic education program 'Future Generation'(Momavlis Taoba)** - provides assistance to 230 new schools in Georgia, improving the quality of teaching civic education on the basis of these schools, and teaches how to apply the acquired knowledge in practice. The program promotes the formation of a model of an informed and responsible citizen among young people and, therefore, strengthens the role of civil society in promoting transparent and accountable governance. The project is implemented by the international organization 'PH International' as a part of the program of applied civic education and teacher training funded by USAID, which has been implementing civic education in Georgia since 2010. FG partner organizations in 10 regions of Georgia contribute to the creation and development of school community clubs and support students in the implementation of local community initiatives that meet the needs of the community and schools. Through these projects, students are engaged in topics such as preventing youth bullying, promoting a healthy lifestyle, and installing speed

bumps near schools. Projects are developed by students according to their interests and the needs of the community. Successful schools and the best civic education teachers are recognized for implementing quality civic education in schools through various competitions. Through the Internet portal of mini-grants, [www.initiatives.ge](http://www.initiatives.ge), students and teachers can apply for up to \$450 to support their applied learning initiatives. One of the criteria for the mini-grant is the demonstration of enhanced partnership and cooperation with local authorities, media, private sector, government and/or non-governmental organizations. Examples of such projects include the participation of students in the renovation of the school library, the improvement of the school gym or stadium, the installation of a ramp for peers with special needs at the entrance to the school, the analysis and panel presentation of the negative results of early marriages, the landscaping of landslide zones in villages, other initiatives for the protection of the environment and other issues of students' interest.

In partner schools, among which there are schools with Armenian and Azerbaijani languages of instruction, additional textbooks for citizens are provided free of charge, covering the following topics 'How can I become an active citizen?' Cooperation for the benefit of the community 'Participation in school self-governance' and 'Cooperation with local self-government bodies and the mass media'. Schools also receive additional resources in the form of toolkits containing instructions for teachers, which they use during the process of planning school community clubs and implementing projects.

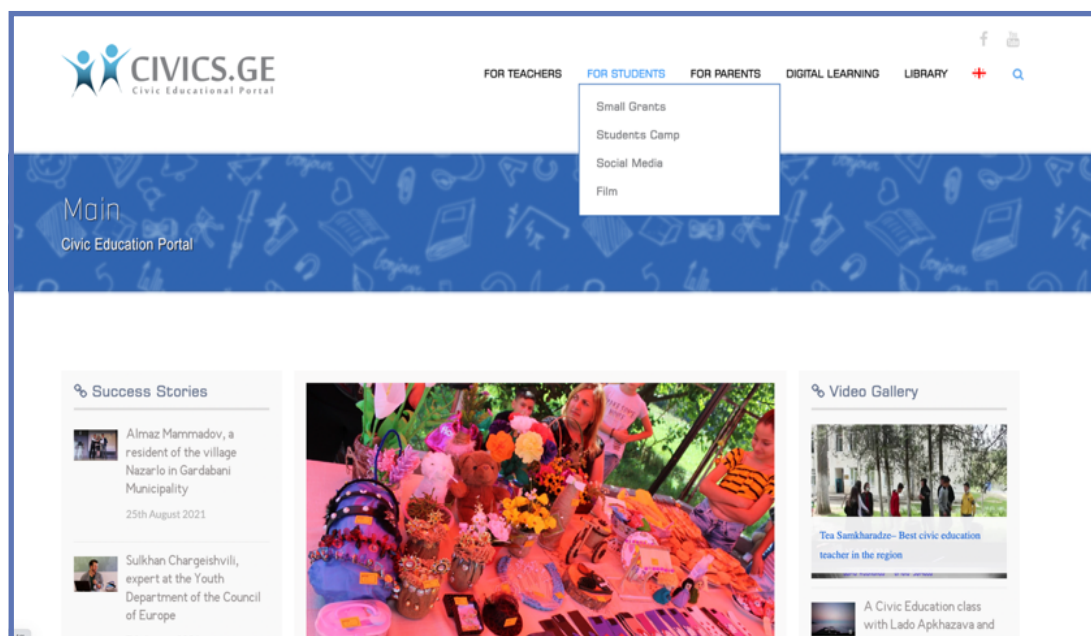
### **Web Portal for civic education:**

**civics.ge**– is a bilingual web portal that offers a wide range of civics education resources and information for teachers, school administrators, students, and parents. The portal contains daily news about various community events happening in the program and enables students to share information and increase their involvement in community initiatives.



**The 'Civic and Tech through English Language' program** (CTEL). The multi-year CTEL program aims to improve the English language skills of Computer Science and Civic Education teachers in regions such as Adjara, Kakheti, Samtskhe-Javakheti and Shida-Kartli, so that they can collaborate with English teachers, learn and apply integrative, team-based teaching methods in their schools. According to the results of the program

*Web portal for civic education: [civics.ge](http://civics.ge)*



- 96 teachers of Civic Education and Computer Science in 48 public schools of Adjara, Kakheti, Samtskhe-Javakheti and Shida-Kartli improved their knowledge of the English language to the B1 level;
- 120 teachers of Civic Education, Computer Science and English language in 48 public schools of Adjara, Kakheti, Samtskhe-Javakheti and Shida-Kartli learned to plan and conduct lessons using integrated teaching and learning methods to be able to combine English, civic education and computer science in one classroom. The CTEL program is funded by the US Bureau of Educational and Cultural Affairs and is implemented in partnership with the Georgetown University English Language Center.

**The program 'Schools, community & Police Engagement'** – SCOPE Supports juvenile justice and fosters positive, strong relationships between law enforcement, high school students, and the local community with an emphasis on raising awareness of issues such as human trafficking, domestic violence, bullying, and cybercrime, as they directly concern minors. SCOPE-Georgia uses an integrated approach, which comes from providing minors with knowledge about law enforcement and law enforcement/legal careers, building positive relations between minors and law enforcement agencies, increasing the potential of the police in the field of primary and secondary crimes prevention, developing programs to popularize public activities, and focusing on the key problems of juvenile justice.

As a result, juvenile delinquency is reduced as young people better understand and respect the rule of law, legal issues, law enforcement and criminal investigation; the capacity of the police to implement effective community policing initiatives is increasing; the public is becoming more informed about legal issues, human trafficking, domestic violence, bullying, cyber security and cybercrime.

## NORWAY

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**Civic education at school.** In Norway, social and civic competencies are embedded in the curriculum of general and professional education above the secondary level and are integrated into the curriculum of many subjects in middle and high school, but in primary school, it is a separate subject. The main goals of education (with reference to the Basic National Curriculum):



**Social sciences** (ISCED 1, 2, 3): knowledge about society and politics is valuable in itself, but at the same time it is a necessary condition for participation in democratic processes. The knowledge of Norway's political system and the global international community enables students to learn how politics combines cooperation,

conflict, influence and the use of power in various forms. The 'Social Sciences'; subject provides students with tools for analysis, discussion and detailing of questions about historical and modern societies. It forms the ability to identify and discuss the balance of power in the domestic and international arena.

**Norwegian language** (ISCED 1, 2, 3): By actively using the Norwegian language, children and young people get to know culture and society, and prepare to participate in everyday life and democratic processes. Learning Norwegian involves the opportunity to find your 'own voice', express a point of view and hear/receive answers. By tracking Norwegian language, culture and literature from a historical and international perspective, students can understand the society in which they live better.

**Knowledge of Christianity, religion, life philosophy and ethics** (ISCED 2, 3): knowledge of religions and philosophies of life, as well as the functions they fulfill as both traditional and factual sources of belief, morality and understanding of life are central themes in this discipline. A lesson in the following subject is a meeting of representatives of different cultures, people of different origins, where everyone respects each other. Teaching the subject should stimulate the development of general education skills and abilities, creating an environment for reflection. The subject 'Knowledge of Christianity, religion, philosophy of life and ethics' helps the student to learn how to talk with other people that have different views on the world, on matters of faith and philosophy of life. This implies respect for religious values, human rights in general and their ethical basis.

**Democracy in practice** (ISCED 2 – optional): the subject consists of two areas: democracy and contribution. Democracy: the main theme is values and skills. The knowledge of human rights and democratic values is an important tool for participation in a democratic society. The main attention in this direction is given to the development of practical skills of democracy, such as sources of criticism, formation of one's own opinion, argumentation and the ability

to express oneself. Knowledge of the methods used to resolve conflicts and their practical application also belongs to the main subject area of the indicated area. Contribution: The main topic covers the understanding of democratic decision-making processes at different levels. In addition, the specified area directly encourages students and provides assistance in participating in the student council to improve the learning environment. It is aimed at motivating students to participate in democratic processes in their local community, starting with school self-government. Creating interest in identifying and countering human rights violations is also included in the content of this subject. Both formal and informal Norwegian educational institutions show a sincere interest in involving students in student self-government. Informal centers exist very successfully in formal ones.

**Mock election (Skolevalg).** A few weeks before the general election, most secondary schools organize a mock election to encourage young people to learn about the country's political system and develop an interest in politics. Mock elections have become an important indicator of new political trends, with young politicians and candidates traveling across the country to attend political debates in schools. Mock elections are supported by the government. The Norwegian Children and Youth Council (LNU), together with several other non-governmental organizations, usually organizes campaigns to encourage young people to participate in mock elections. Such campaigns sometimes receive funding from the Ministry of Local Self-Government and Regional Development.

**School environmental committee** - informal associations within the school, which, according to the 'Law on Education', should operate in every school (at all levels - primary, secondary, senior). Pupils, parents council, staff, school management and the municipality should be represented in the school environmental committee. In the committee, the representatives of students and parents together must make up the majority.

# THE UNITED STATES OF AMERICA

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**Civic education programs.** American schools, as a rule, reflect the educational values and financial capacities of their communities. Therefore, there is significant divergence in courses and teaching subjects, as well as various school activities, varying from state to state.



Accountability for instilling citizenship values and fostering civic knowledge is distributed between different US authorities, although the main responsibility in balance relies upon the public school system. According to the division of functions in the US education system, civic education belongs to the prerogative of the state. Thus, the Department of Education of the state and its local school districts are responsible for developing educational standards and programs on civic education or social sciences, including the previously mentioned course. 9 states and Columbia, D.C. have elaborated and implemented a full-fledged 1-year civic education program. In 31 states, such programs are carried out for a half-year period, whilst they are absent in 10 states. Civic-education programs, developed on a statewide level, result in the knowledge-learning system difficulties; yet they are easy for skills acquisition and community involvement. 42 states and Washington D.C. possess at least one course, connected with civic education (such programs elucidate the features of American democracy and compare it with the similar systems of other countries; clarify the meaning of the Constitution and the Bill of Rights; explain the mechanism of public participation in the system of governance, and provide detailed information about the state and local voting policies.

**Community service programs.** Nearly half of the states maintain community services programs that allow students to receive a specific number of credits to the certificate. Hereby, barely any state requires these hours to be necessarily completed and enlisted by the time of graduation. Only one state – Maryland – and the Columbia District demand both the mandatory completion of 'community service' hours and civic education courses from the graduates.

**The Baltimore Urban Debate League** <https://budl.org/about/> uses the art of debate to change lives. BUDL discusses real-life issues in learning, making it relevant and fun. The organization's mission is to teach the art of conducting and moderating public discussions. In competitive discussions and class debates, students learn more useful things than just memorizing and repeating facts, since they learn to apply their knowledge in practice and to express their own viewpoint on a specific matter. By creating opportunities for learning through debate tournaments and teachers' professional development, the League supports education reform and the efforts of student youth to form an active citizenship position. The organization also works with primary school students and teaches their tutors to conduct debates with the participation of their pupils.

**Liberty's Promise** [www.libertyspromise.org](http://www.libertyspromise.org) supports young immigrants by providing them with the means to actively participate in civic life and encourages them to pursue higher education. The organization's programs – 'Civics and Citizenship' and 'CE-BELL' – focus around providing all the tools to immigrants for their quick involvement in the community: introduction to the legal and educational system of the state; leverage in decision-making at the community, state, and national levels; development of one's educational and career trajectory. This enables every young person who comes to America to take advantage of civil society and develop a sense of pride and support for the American ideals of democracy and freedom.

**The Intersection** <http://www.baltimoreintersection.org> engages in leadership training for high school students from low-income families and empowers them to prepare for college, carry out community activities, and tackle problems facing their communities. The organization's program successfully combines an academic component, leadership, public participation, and business involvement. Throughout the program, students receive face-to-face academic support and college readiness counseling that allows them to develop a career plan. Academic support and college readiness counseling that allows them to develop a career plan. Individual plans for entering college or developing a career are created for each participant. All admission and career development plans include special training courses for exams, scholarships, grants, essay reviews, and college enrollment support.

When a participant takes the first steps in the implementation of his own career development plan, the organization's team helps him foster soft skills – teamwork, communication, etc. Even after entering college, a program participant can count on the organization that brings in mentors from the educational institution to meetings with students. The Intersection team carries out its work with newcomers from the leadership development training program for them to be able to change the city and the country for the better. In addition to the emphasis on communication and the facilitation of soft skills, the program also outlines an understanding of the complex dynamics of Baltimore and organizes meetings with business leaders, civic activists, officials, and various community stakeholders who influence the decision-making process. In the future, the program participants will develop and implement community-based projects.

**iCivics NGO** promotes civic education through digital media, namely computer games. Through innovative games and classroom resources, young people learn to understand how the political system works, experience it first-hand, and get the chance to solve real-world problems. The organization is also engaged in improving the qualifications of teachers and provides them with effective tools for engaging students in the study of political processes. Today, iCivics is the largest provider of civics curriculum in the United States, serving nearly 200,000 teachers and more than five million students in all 50 states.

**Center for civic education** <https://www.civiced.org>. The Center's programs are supported by a network of public and private organizations and educational leaders in every state, as well as in more than 80 other countries, particularly developing ones. One of the center's primary tasks is to develop and promote the concept of an educated and responsible citizen, devoted to democratic principles, who is actively engaged in the US and foreign democracy practice. Other goals are to help students develop a broadened understanding of the constitutional democracy institutions, as well as the basic principles and values on which they are relied upon; competent and responsible civic participation skills; willingness to use democratic procedures for decision-making and conflict management. The Center seeks

to develop an educated civil society by working to increase understanding of the principles, values, institutions, and history of constitutional democracy among teachers, students, and the public. The Center's international programs enable civic education leaders to learn and help each other improve educational opportunities for democracy in their home countries. The programs cover the entire spectrum of civic education activities: from the development of educational policies, standards, curricula and materials to teacher education, audience engagement, research, and evaluation.

**Museums** are a distinct civic education component in the US. Most of America's museums are free to enter, and all feature innovative audio & video guides that are easy to use for both children and adults. These institutions are interactive, 'live' and have many educational programs to promote the ideas of democracy and educational activities. The largest of them is the National Constitution Center in Philadelphia, <https://constitutioncenter.org/>. The center introduces visitors of all ages to the US Constitution through interactive programs and exhibits. The Center is also a platform for bringing together conservative and liberal leaders of thoughts to discuss the Constitution on all media platforms. As the civic education training headquarters, the Center offers some of the best educational programs and online resources that engage citizens in the study of the US Constitution.

## THE UNITED KINGDOM

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Civic education in schools. In the UK, civic education at the secondary school level is taught in various ways: as a separate compulsory subject in England and Northern Ireland, as an optional subject in Wales, and as an interdisciplinary subject in Scotland.



The civic education program in Northern Ireland is closely intertwined with the need to construct a stable foundation for a peaceful state. With the help of this discipline, England, Wales, and Scotland tried to overcome the low level of youth participation in politics, while Wales and Scotland, apart from involving young people in political processes, have used civic education courses to learn and preserve their identity.



It is worth noting the name of the subject that varies from country to country. So, the course is defined as 'Civic Education' in England, 'Education for Sustainable Development and Global Citizenship' in Wales, 'Local and Global Citizenship' in Northern Ireland, and 'Global Citizenship' in Scotland.

**Oxfam Global Citizenship Curriculum.** Oxfam is an international association of 15 organizations working in more than 90 countries around the world. Oxfam's purpose is to solve the problems of poverty and related injustice all over the world. In all projects of the organization, the ultimate goal is to give people the opportunity to fulfill their rights and opportunities, manage their own lives, receive decent payment for the work performed, etc. The organization was founded in the British city of Oxford in 1942 as the Oxford Starvation Relief Committee by a group of Quakers, social activists, and academics from the University of Oxford. Oxfam became one of the regional committees set up to support the National Starving Committee.

In 2015, the Oxford arm of Oxfam developed a global citizenship curriculum that outlines the knowledge, skills, and values that, according to its authors, UK students need to succeed as global citizens. Education for global citizenship is the basis for preparing students for critical thinking and active engagement with the events and opportunities of life in today's changing world. Oxfam believes that learning, thinking, and acting constitute an integral part of students' achieving a fairer, safer, and more sustainable global future. Therefore, education for global citizenship should also enable young people to develop their skills as agents of change and to be critical of this role. Education for global citizenship can support a wide range of priorities for improving school environments and learning outcomes. Global citizenship involves the ability to ask questions and think critically; the study of local-global connections, views, values, and assumptions; study of complex global problems and finding one's way of involvement in their solution; study of social justice issues at the local and global levels; application of acquired knowledge and skills to solve real issues and cases; providing opportunities for students to perceive reality, to be aware of what is happening, to conduct reflective actions and to be able to hear their voices. Curriculum developers from Oxfam believe that the topic of global citizenship should be integrated into all school subjects.

- 2.1. War's impact on the health of youth
- 2.2. Programs and initiatives launched to preserve and restore the health of youth during the war
- 2.3. International experience of healthcare system revitalization after the war

HEALTH

Subsection 2

## 2.1. WAR'S IMPACT ON THE HEALTH OF YOUTH

During the war, young people face a number of unexpected traumatic situations, as well as unfavorable long-lasting events that negatively affect one's physical and mental health.

- **Mental deterioration.** As estimated by the Ministry of Health of Ukraine <sup>16</sup>, about 15 million Ukrainians will need psychological support, of which about 3-4 million are to receive prescribed drug treatment later. The challenges of war have an acute impact on children and adolescents. According to the sociological survey of the Gradus Research, 75% of children in Ukraine were psychologically traumatized amidst the war<sup>17</sup>. Children who have experienced war-related traumas, unlike those who have not had a similar experience, are more likely to suffer from such problems as anxiety disorder, post-traumatic stress disorder (PTSD), depression, dissociative disorders (voluntary social isolation, depersonalization, derealization, reluctance to talk, catatonic syndrome), behavioral disorders (in particular, aggression, antisocial and criminal behavior, propensity for violence), as well as more prone to alcohol and drug abuse<sup>18</sup>. The most vital factors determining the degree of war's influence on mental health are the lack of basic resources (shelter, water, food, education, health care, etc.); breakdown of family relationships (due to loss, separation, or displacement); stigmatization and discrimination (which drastically affect identity); pessimistic view of life (constant feeling of loss and grief, inability to imagine a bright future)<sup>19</sup>.

### **Specifically, mental disorders cause the following health ramifications:**

1. The spread of cardiovascular disease, diabetes, arthritis, asthma, and cancer.
2. Results in deterioration in the treatment of chronic diseases and an increase in cancer mortality.
3. More than 50% of people with mental disorders suffer from sleep disturbances, which are likely to result in respiratory diseases.
4. People with mental disorders are more prone to smoking often and can hardly quit the addiction.

5. Generally, people's willingness to seek medical assistance, pay attention to their own health and undergo routine examinations is blurred in the presence of mental diseases, resulting in a late diagnosis and thus less successful treatment.
6. In case of depression disorders, cancer mortality risk increases by 50%, and at presence of cardiac disturbances by 67%.
7. Hypertension, angina, tachycardia and other heart diseases, stomach ulcer, gastritis, and arthritis are more prevalent among those suffering from PTSD; apart from that, PTSD often leads to high-risk behavior, as well as alcohol and drug abuse, and consequences related to destructive behavior.
8. In the case of severe past traumas, certain risks may occur 10-15 years earlier than the average in the population.

- **Physical injuries.** According to the official data of the National Police alone, more than 5.5 thousand civilians were injured as a result of the war. The real number of victims is much higher, as it is currently impossible to estimate their number in the occupied territories. There are numerous wounded soldiers as well, but the data about them has not been officially disclosed in Ukraine yet.
- **Deterioration of access to the healthcare system.** According to the Ministry of Health, as of July, 906 healthcare facilities were damaged as a result of the full-scale invasion. Out of them 123 were completely destroyed. A total of 87 ambulances were out of service, 505 were damaged and 47 pharmacies 20 were destroyed. According to the estimates of the Ministry of Economy and the KSE Institute, as of August 8, direct losses from the destruction or damage to healthcare facilities amounted to about \$1.6 billion, and total indirect losses of the industry - were \$2.7 billion. There is a shortage of healthcare workers in the frontline areas 21. Tens of thousands of doctors were mobilized to the front, and a considerable number of them were made to change their place of residence. Logistics became more complicated. Since the beginning of the invasion, some hospitals

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<sup>16</sup> <https://www.kmu.gov.ua/news/vpliv-vijni-na-psihichne-zdorovya-kolosalnij-viktor-lyashko>

<sup>17</sup> [https://gradus.app/documents/211/Children\\_Report\\_Gradus\\_28042022.pdf](https://gradus.app/documents/211/Children_Report_Gradus_28042022.pdf)

<sup>18</sup> <https://warchildhood.org/ua/impact-of-war-on-childrens-mental-health/>

<sup>19</sup> <https://warchildhood.org/ua/impact-of-war-on-childrens-mental-health/>

for the military and the wounded, while many others have restricted scheduled hospitalizations and a number of other services.

- **Deterioration of access to sports.** According to the estimates of the Ministry of Economy and KSE Institute, as of August 8, since the beginning of the full-scale war, 71 sports infrastructure facilities have been damaged and 24 destroyed, including 31 sports schools <sup>22</sup> .<sup>23</sup> Direct losses from the destruction or damage of sports infrastructure facilities amounted to about \$100 million. Due to the high intensity of hostilities in the east and south of Ukraine, as well as regular missile attacks throughout its territory, many sports institutions and organizations have stopped their work or significantly reduced it. Particularly, the holding of mass sporting events is limited..
- **Inability to conduct health campaigns in most camps on the territory of Ukraine** due to the lack of equipped shelters <sup>23</sup> .
- **Deterioration of access to sports.** The full-scale war has negatively affected the course of the coronavirus vaccination campaign in Ukraine. According to the Ministry of Health, as of September 2022, 764 thousand people have not received the second dose of the vaccine.

*Destroyed children`s hospital in Mariupol*



<sup>20</sup> <https://www.rbc.ua/ukr/news/rabota-medikov-okkupatsii-budet-schitatsya-1660599745.html>

<sup>21</sup> <https://mind.ua/publications/20245779-medicina-v-umovah-vijni-yak-zminilasya-sistema-ohoroni-zdorov-ya>

<sup>22</sup> [https://kse.ua/wp-content/uploads/2022/07/NRC\\_CLEAN\\_Final\\_Jul1\\_Losses-and-Needs-Report.pdf](https://kse.ua/wp-content/uploads/2022/07/NRC_CLEAN_Final_Jul1_Losses-and-Needs-Report.pdf)

<sup>23</sup> <https://konkurent.ua/publication/97717/ozdorovchi-tabori-dlya-ditey-na-volini-ne-pratsuvatimut/>

## 2.2. PROGRAMS AND INITIATIVES LAUNCHED TO PRESERVE AND RESTORE THE HEALTH OF YOUTH DURING THE WAR

**The National Program of Mental Health and Psychosocial Support** – is an initiative of First Lady Olena Zelenska, which aims to help citizens overcome war-related stress and the consequences of experiencing traumatic events and prevent the development of mental disorders. The design and implementation of the program are coordinated by the Ministry of Health of Ukraine in close cooperation with Ukrainian and international specialists. The initiative is realized with the support of the World Health Organization.

**Development of psychological services in the education system.** First psychological aid and emotional support at various levels in the educational institution are provided by all pedagogical workers (subject teachers, class teachers, medical nurse/brother, etc.). Parents of students are also involved in this process. According to the results of the data analysis (except for territories where hostilities are taking place and which are temporarily occupied) received from the regions during the 2021/2022 academic year, the number of psychological service specialists is 20,413, of which: practical psychologists – 13,486, social educators – 6,553 people, methodologists – 374 people. In the 2021/2022 academic year, there were a total of 2,829,475 appeals to the employees of the psychological service, of which: 34.97% were appealed from parents of students, 30.44% – from pedagogical workers, 27.65% – from students, and 6.94% appeals of other interested persons <sup>24</sup>.

**Psychological support hotlines.** In Ukraine, there are several free and anonymous telephone 'hotlines'; and chatbots where qualified specialists can provide psychological support to people experiencing stress due to war or forced relocation. For example, the National Hotline for Children and Youth 25 of the public human rights organization 'La Strada-Ukraine'; works to ensure gender equality, prevent gender-based violence, in particular domestic violence, and counter human trafficking. Besides, support is provided to children, teenagers and student youth who find themselves in any difficult life situations.

trafficking. Besides, support is provided to children, teenagers and student youth who find themselves in any difficult life situations. Adults can consult with psychologists, lawyers, social workers and social educators regarding cases involving children and violations of their rights. Help is provided round-the-clock based on the principles of anonymity and confidentiality. Support can be received from the National Hotline at 0 800 500 335 (from mobile or landline) or 116 123 (from mobile). The National Hotline for children and youth works at the numbers 0 800 500 225 (from mobile or landline) or 116 111 (from mobile). Help is also provided in an electronic format on Instagram and Telegram pages. The National Psychological Association is a professional association whose specialists provide free psychological counseling for people who need help due to the situation that has developed around them. The platform works in the format of primary psychological assistance (crisis and trauma therapy consultations) provided to adults and adolescents. Consultations are provided in a telephone format or through video communication for residents from all over Ukraine. The hotline phone number is 0 800 100 102.

**Training and programs of psychological assistance for young people**, which study methods of psychological support, taking into account the potential impact of war on mental health <sup>26</sup> .

**Online and face-to-face psychological support groups for young people** whose ordinary lives have been disrupted by the war. Professional psychologists with skills in helping people traumatized by war, as well as trained volunteers, work to ensure that each and every person's experience does not remain an irresistible trauma for life.

**Face-to-face counseling.** In Ukraine, after the full-scale invasion, dozens of psychological assistance centers of various levels where you can get psychological counseling were created. For example, the Mental Health Care Service of the charitable foundation 'Right to Defense' deals with crisis counseling



in shelters and places of compact living for displaced persons online and offline. Specialists of the organization help to live through the war, work on overcoming the psychological consequences of the war and raising awareness of stress for civilians. The Service focuses on internally displaced persons, stateless persons, and refugees <sup>27</sup> .

**Informing young people about mental health.** For example, the MoloDvizhCenter, in cooperation with UNFPA, the UN Population Fund in Ukraine, launched podcasts related to mental health and youth issues during the war: 'Mentalochka'; and 'Molo has a question'; The 'Mentalochka' podcast focuses on the experiences of young people during the war, or as the authors describe it themselves - these are delicate interview conversations about the recent intense experience <sup>28</sup> .

**First aid training for young people.** Based on many youth centers in Ukraine <sup>29</sup> , free training on first aid is organized, during which students receive knowledge and skills in rescuing victims, quick and effective ways of stopping bleeding, supporting the life of an injured person until the arrival of an ambulance, working with burns and other injuries.

**Providing treatment of the wounded abroad.** According to the European Commission, more than 1,000 patients <sup>30</sup> with complex combined or mine-explosive injuries, burn injuries, or serious diseases that are currently difficult to treat in Ukraine were medically evacuated during the war.

**Providing rehabilitation abroad.** Thanks to the support of international funds and various partner cities and states, tens of thousands of Ukrainian teenagers and young people had the opportunity to improve their health abroad. Usually, children from vulnerable categories are primarily referred for rehabilitation <sup>31</sup> .

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<sup>24</sup> <https://zakon.rada.gov.ua/rada/show/v8794729-22#Text>

<sup>25</sup> <https://armyinform.com.ua/2022/06/15/psychologichna-dopomoga-pid-chas-vijny-kudy-zvernutys/>

<sup>26</sup> Приклад: [https://www.mh4u.in.ua/wp-content/uploads/2022/07/final\\_training-manual-pfa-for-youngpeers\\_ua\\_040722.pdf](https://www.mh4u.in.ua/wp-content/uploads/2022/07/final_training-manual-pfa-for-youngpeers_ua_040722.pdf)

<sup>27</sup> <https://armyinform.com.ua/2022/06/15/psychologichna-dopomoga-pid-chas-vijny-kudy-zvernutys/>

<sup>28</sup> <https://ukraine.unfpa.org/uk/36485>

<sup>29</sup> Приклад: <https://suspilne.media/269832-u-vinnici-organizuvali-trening-z-nadanna-persoi-domedicnoidopomogi/>

<sup>30</sup> <https://mind.ua/news/20245348-1000-ukrayinskih-pacientiv-perevezli-do-evropejskih-likaren-z-pochatku-vijnievrokomisiya>

<sup>31</sup> Приклад: <https://drohobych-rada.gov.ua/y-Дрогобичі-відбувся-благодійний-аук>

## 2.3. INTERNATIONAL EXPERIENCE OF HEALTHCARE SYSTEM REVITALIZATION AFTER THE WAR

The experience of other countries affected by wars or armed conflict shows that at least one in five people will have negative mental health consequences, and one in ten will experience these consequences at the level of moderate severity or serious illness <sup>32</sup> . Different countries have developed different approaches to mitigating and overcoming the negative effects of wars and armed conflicts.

### IRAQ

**'Doctors without borders'**. <sup>33</sup>In Iraq, by the mid-2000s, about 33% of primary care clinics and 12% of hospitals were severely damaged. About half of the primary medical care facilities in the country are currently not staffed by doctors. Most of the healthcare facilities do not have access to running water, own worn-out machines and have a lack of medicines and other basic medical supplies. The international organization 'Doctors without Borders' (Médecins Sans Frontières or MSF), which as of 2018 had approximately 1,500 employees in this country, took a significant role in restoring the level of health care after the withdrawal of American troops. After eliminating the Islamic State of Maghdi's influence in the northern Iraqi city of Mosul, MSF is running hospitals that offer free neonatal, maternal and pediatric services. Also, in addition to directly providing aid, MSF employees supported city hospitals in the fight against the COVID-19 pandemic from March to December 2020.



<sup>32</sup> <https://www.kmu.gov.ua/news/vpliv-vijni-na-psihichne-zdorovya-kolosalnij-viktor-lyashko>

<sup>33</sup> <https://www.msf.org/iraq>

<sup>34</sup> [https://biz.censor.net/columns/3367042/mijnarodnyyi\\_dosvid\\_vidnovlennya\\_medychnoyi\\_infrastruktury\\_pislya\\_viyiny](https://biz.censor.net/columns/3367042/mijnarodnyyi_dosvid_vidnovlennya_medychnoyi_infrastruktury_pislya_viyiny)

# KOSOVO

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## **Kosovar plan for the reconstruction of the healthcare industry<sup>34</sup>.**

During the hostilities in Kosovo, Serbian forces caused enormous damage to the medical infrastructure and health care system. Health studies have shown that the displacement, as well as violence against Albanian civilians, has caused devastating damage to the health of the population. As a result of the military intervention, many health facilities were destroyed, especially in the districts of Peka, Dekan and Djakovitsa.

WHO took a leading role in developing health policy and providing technical support to health professionals and the newly established Department of Health and Social Welfare. While Kosovo's health care system needed improvement, external players determined the type of reform, the scope, and the timing of implementation. Between 1999 and 2002, donors spent approximately €80 million on the health sector, which was the second largest share of Kosovo's consolidated budget. The influx of resources in the immediate post-conflict period provided substantial humanitarian aid and significantly contributed to the reconstruction process.

To ensure the coordination and sustainability of donor funds, WHO developed basic recommendations for projects in the field of health care. In September 1999, Interim Health Policy Guidelines were issued. The 'Blue Book' was an important step in the political development in Kosovo. It did not bind donors to mandatory compliance, but it established an important structure and guideline for donor activity. In the summer of 2000, WHO, building on the momentum created by the Blue Book, developed a more ambitious health policy for Kosovo. WHO officials believed that there was a window of opportunity for reforming the health care system, and this belief was confirmed by the World Bank. The reform plan contained three main statements.

First, the WHO assessed the main public health problems based on available health data. Second, they examined the vision of European healthcare

systems outlined in WHO's Health for All policy for the twenty-first century. And thirdly, they held consultations with Albanian doctors. A working group on health policy met regularly in Pristina, while WHO representatives traveled throughout Kosovo to seek the views of doctors practicing in other cities and towns. The outcome of these consultations was a document on Kosovo's health policy, informally known as the 'Yellow Book'.

The Yellow Book outlined an ambitious vision for the health care system in Kosovo, taking into account all aspects of health care. As a result of the reform, family doctors were trained, responsibility for primary medical care was transferred to the municipal level, immunization coverage increased, and several maternal and child health indicators improved. However, many key reform initiatives, such as strengthening primary health care and creating an efficient health care financing system, have not been fully implemented.

## USA

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**Easterseals** - Easterseals is an American non-profit organization that provides services to people with disabilities, veterans and military families, seniors and caregivers. Easterseals has an extensive network of offices throughout the United States. Services help people with

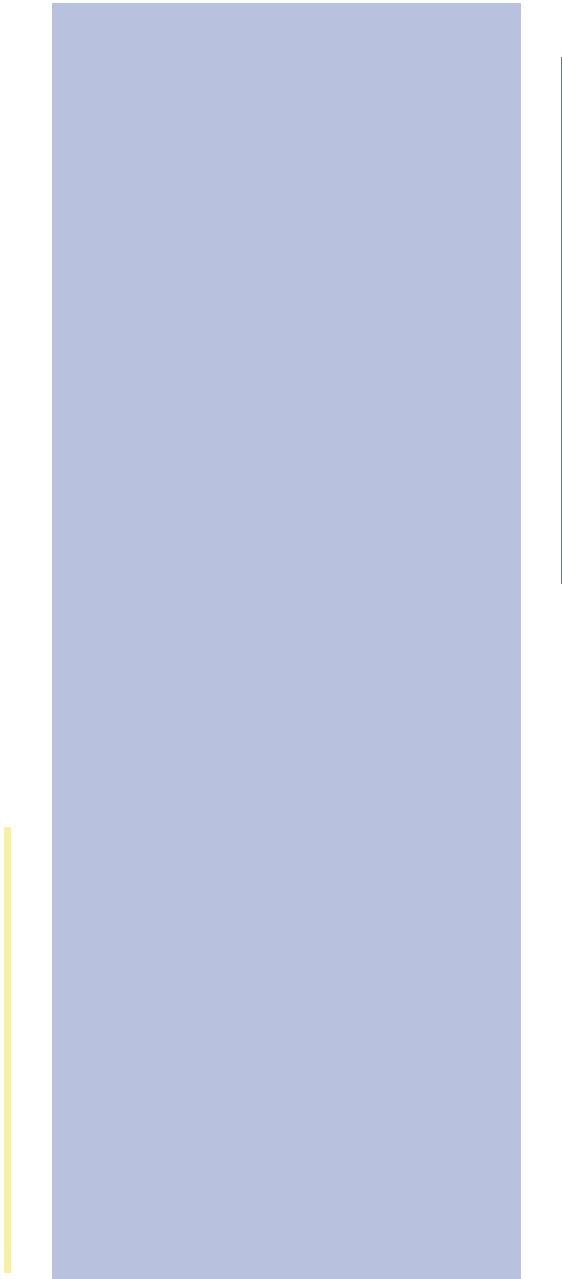


physical disabilities, mental disabilities and special needs. Parents can find support for a child diagnosed at birth. Services are provided for people who have a disability due to illness, injury or aging.

Easterseals activities include 4 categories of activities: health promotion, education improvement, employment promotion and community development. Easterseals is funded by government grant programs, donations and paid services. Donations help the organization provide affordable services to customers while maintaining high quality. Easterseals serves about 1.3 million people a year.



- 3.1. War's impact on the level of self-reliance and development opportunities for youth
- 3.2. Impact of war on youth infrastructure
- 3.3. International experience in strengthening the abilities of young people



CAPACITY

Subsection 3

### 3.1 WAR'S IMPACT ON THE LEVEL OF SELF-RELIANCE AND DEVELOPMENT OPPORTUNITIES FOR YOUTH

Due to the war, the level of self-reliance among young people decreased. As a result, their material condition deteriorates, social ties are broken, the quality of life is reduced, and access to work, as well as opportunities for self-development, are limited.

- **Destruction and damage to housing.** As of June 1, 2022, about 817,000 residential buildings in Ukraine were damaged, whilst 38% of which are beyond recovery. This number includes apartment buildings, single-family homes and dormitories. Hereby apartment buildings were the most affected. The extent of damage to the housing stock is unevenly distributed on the regional basis: Donetsk, Luhansk, Kharkiv, and Kyiv regions account for 82 percent of the total damage amount to the housing stock in Ukraine.
- **Increasing poverty and diminished employment opportunities for migrants and youth in frontline areas.** In 2022, the poverty rate, based on the above-average income poverty line of US\$5.5 daily per capita, is projected to increase tenfold to 21 percent, while the poverty rate in war-affected regions is expected to extend even higher. For example, in the Kherson region, temporarily not controlled by the government, food prices have increased by 62 percent, compared to 21.5 percent in Ukraine as a whole since the beginning of 2022. Given that the share of food expenditure in the budgets of low-income households is significant, such high inflation rates will inevitably lead to a rapid increase in poverty.
- **Complicated access to education and deterioration of educational process quality in secondary and higher education institutions for immigrants and youth of the frontline areas.** According to the survey <sup>35</sup>, 66% of Ukrainian schoolchildren have outlined the deteriorated quality of education, which has worsened due to several prerequisites: affected educational infrastructure,



changes in the place of residence of both pupils and students, as well as educators, insufficient level of technical and methodological support for online education, suspension of the educational process during air raids, etc. Disruptions in the education process of displaced children, particularly those who remained in areas of ongoing hostilities, might have substantial ramifications for education, subsequently shifting to the loss of human capital and lower earnings of young workers. Prolonged school closures due to the COVID-19 pandemic and war may lead to a loss of knowledge in Ukraine <sup>36</sup> .

- **Decreasing income and prospects for employment or starting one's own business due** to a general decline in the economic situation, a GDP plummeting and a drop in the number of available vacancies. The deep economic recession led to a rapid increase in unemployment (up to about 35% in the II quarter of 2022). In the future, unemployment will gradually decrease, remaining above its natural level due to long term war consequences <sup>37</sup> .

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<sup>35</sup> [https://gradus.app/documents/211/Children\\_Report\\_Gradus\\_28042022.pdf](https://gradus.app/documents/211/Children_Report_Gradus_28042022.pdf)

<sup>36</sup> [https://www.minregion.gov.ua/wp-content/uploads/2022/09/zvit-shvydka-oczinka-zavdanoyi-shkody-ta-potreb-navidnovlennya\\_-ukr-1.pdf](https://www.minregion.gov.ua/wp-content/uploads/2022/09/zvit-shvydka-oczinka-zavdanoyi-shkody-ta-potreb-navidnovlennya_-ukr-1.pdf)

<sup>37</sup> <https://bank.gov.ua/ua/news/all/u-2023-rotsi-inflyatsiya-pochne-znijuvatisya-a-ekonomika-povernetsya-dozrostannya--inflyatsiy-niy-zvi>

## 3.2. IMPACT OF WAR ON YOUTH INFRASTRUCTURE

Overall since the full-scale invasion the level of youth infrastructure network ability has dramatically declined. A significant share of youth centers requires reconstruction and urgent institutional support.

- **Physical damage and destruction of youth infrastructure facilities.** As of July 4th, 2022, only 121 of 300 <sup>38</sup> youth centers have been operating. 30 objects are damaged and 60 objects are located in the occupied territory.
- **Absence of bomb shelters.** A lack of equipped bomb shelters in a major part of youth centers restrict their work schedule, and therefore, their volume of services.
- **Brain drain in the youth sphere and migration of active members of youth teams.** As of July 4th, 2022, 68% of youth workers were forced to leave their regions.
- **Reduction in the number of youth sphere specialists and active youth** due to their mobilization in the ranks of the defense forces.
- **Decreasing and/or terminating of fostering objects and measures aimed at youth** through public funding and allocation of funds from local authorities, as well as repurposing programs of international funds and organizations.
- **Increasing demand for learning foreign languages**
- **Temporary 'freezing' of certain youth work formats** (notably cultural and entertainment events) due to mass reorientation of youth centers to volunteering.

- **Restricted possibility of holding certain types of events.** Due to the full-scale war, youth centers operate with several restrictions on format, time frame, number of participants, etc.
- **Limited international cooperation.** Due to the increased threat level, many international organizations restrict the visits of their specialists to Ukraine. At the same time, there are constraints on traveling abroad for men of conscription age. Furthermore, there is a significant worsening in logistics to leave the country.

Among other trends, thanks to the resettlement of people from big to small cities, the youth environment of the smallest ones has been 'vitaminized'; by people with special competencies and lifestyles. In many communities, as a result of joint volunteer work, new youth initiatives have been formed. Though often unregistered and not possessing expertise in project and program work, as well as systematic fundraising, they are ready to develop in this direction. Now, numerous renewed opportunities for international cooperation are available in Ukraine, since various countries and cities are ready to receive Ukrainian youth for rehabilitation, training, and exchanges.

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<sup>38</sup> <https://mms.gov.ua/storage/app/sites/16/Docs/2022/%D0%94%D0%BE%20%D0%BE%D0%B1%D0%B3%D0%BE%D0%B2%D0%BE%D1%80%D0%B5%D0%BD%D0%BD%D1%8F/08.08/%D0%BF%D0%BB%D0%B0%D0%BD%20%D0%B2%D1%96%D0%B4%D0%BD%D0%BE%D0%B2%D0%BB%D0%B5%D0%BD%D0%BD%D1%8F%2005082022.pdf>

### 3.3. INTERNATIONAL EXPERIENCE IN STRENGTHENING THE ABILITIES OF YOUNG PEOPLE

#### LITHUANIA

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##### **The Lithuanian Youth Volunteer Service-**

is a long-term national program created and financed by the Ministry of Social Security and Labor of Lithuania and is aimed at developing the competencies of young people and their recognition. Participation in the program requires participants to volunteer for at least six months at least 35 hours per month (240 hours in total). Each volunteer has the support of mentors and coordinators to support the implementation of volunteer tasks, maintain long-term motivation, and reflect on the experience and acquired competencies. All volunteers who have successfully completed the program receive documents confirming the competencies they have acquired. Since 2019, the Ministry of Education, Science and Sports provides volunteers with additional priority points when applying for all state higher education programs in Lithuania at universities, colleges and academies.



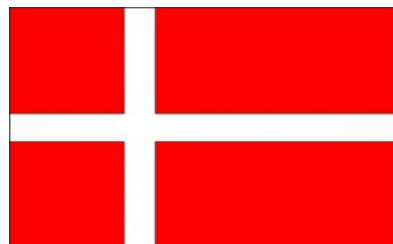
#### DENMARK

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Comprehensive volunteering support system. There are three operating levels of institutions financed from the state budget and aimed at developing volunteering in Denmark.

**Danish Institute for Voluntary Efforts (DIVE) is a national independent center**

for development, competence and knowledge for volunteering in the social security sector. The center's goal is to strengthen and develop volunteering, active citizenship and civil society in Denmark. DIVE was founded in 1992 to promote and support volunteering. DIVE is situated in the city of Odense and consists of 19 people.



Responsibilities of DIVE include:

- Providing information about volunteering to media, scientists and international organizations.
- Providing information and research about volunteering to state institutions.
- Supporting volunteer centers, associations, individual volunteers and companies.
- Providing a neutral platform for meetings.
- Publication of a national report about volunteering, which unites and represents quantitative data on volunteering in Denmark and describes the experience of municipal, associations and volunteers' cooperation.
- Consulting associations, volunteers and municipalities on topics that strengthen the cooperation between interested parties.
- Teaching and courses for volunteers, employees of associations and municipal officials, which work in cooperation with volunteers.
- Implementation of a 'Project Volunteer' training program aimed at young people who study in high schools and colleges in Denmark. The program promotes and popularizes volunteering among young people as a way of developing competencies and creating a social network.

Level	Services
Strategic and political level	The National Council for Volunteering (Frivilligrådet) Ministry of Social Affairs and Internal Affairs
Tactical level	Danish Institute for Voluntary Efforts (DIVE)
Local and operational level	Volunteer centers and self-help in Denmark (FriSe)

**FriSe** - is a membership organization of volunteering centers and self-help (Frivilligcentre & Selvhjælp). The membership base consists of 80 volunteer centers and self-help organizations that work to strengthen their communities. The main function of FriSe is to present its members, as well as support and develop volunteer centers across the country. The network ensures that the volunteer community benefits from good working conditions, so it can evolve and become active. FriSe also aspires to improve the conditions of local volunteering at local levels.

Key activities of FriSe: lobbying for funding of operational costs and establishment of new volunteer centers; involvement of FriSe and its members in governmental projects; consulting members on development issues and others. Website [www.frivilligjob.dk](http://www.frivilligjob.dk) is the official database about volunteer opportunities in Denmark.

## PORTUGAL

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### **Involvement of youth in budget formation.**

The practice of forming the budget with the participation of young people in Portugal provides young people from 14 to 30 years of age with the opportunity to express their ideas and make decisions regarding projects which will receive state funding. These activities include face-to-face meetings with young people in different municipalities, presentations and debates about proposals on national and regional levels, as well as providing clarifications and assistance to young citizens who wish to participate in the process and propose their own ideas. For example, a small Portuguese town Cascais has successfully implemented a model for urban participation budget. Young people can propose projects worth up to €300,000 for a chance of being included in the city budget. Such projects were digital bus stops with WIFI and sockets for charging from solar batteries, the creation of 'social benches' where young people could come together (as well as charge their devices) as well as the Youth Film Festival. At the same time, young people are also actively involved through the school participation budget<sup>39</sup>. Each school has a budget of €10,000 to implement its own selected ideas. The suggested



projects can value up to €2,500 and are carried out within the school perimeter during this year. They should be compatible with existing projects or school and municipal plans that are already being implemented, as well as meet the internal schedule rules of the school and the Statute of a student.

## ESTONIA

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### **Acceleration program for startups Ajujaht**

<sup>40</sup> The accelerator team works with 20 selected teams. The program includes educational camps, training, studying the stories of success and mentoring. The accelerator takes place both physically and online. After completing the nine best teams continue competing in the TV show ERR Ajujaht, the winner of which receives a cash prize to develop a startup. The TV show helps to introduce the general public to the products and services of the participants while advertising startups for free during the competition. The Ajujaht organizing team supports all participating teams both during and after the accelerator. In particular, the accelerator directs participants to profile investors, accelerators, incubators and other organizations which contribute to starting a business.



## BELGIUM <sup>41</sup>

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**Financing youth organizations.** In the Flanders administrative region in Belgium, according to the Strategic plan of supporting the rights of young people and children, updated by the Act of the Parliament of Flanders of January 20, 2012, certain types of organizations receive organizational subsidies on administrative costs, and they can also apply for project funding. They include the nationally organized young people associations and those involved in informing young people, as well as culture and education. The Government of Flanders also provides organizations with project grants for implementing experimental pilot projects in the field of work with youth, informing young people, and policies on youth participation and cultural education.



## CROATIA

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**Volunteer network.** Croatia has adopted a law on volunteer work, as well as a legislative act that defines the concept of volunteering. There is also a System to support volunteers created by the Ministry of Social Policy and Youth, which widely cooperates with four regional and four local volunteer centers, providing support and financing the development of the volunteer movement in the country. All state and non-state actors, which participate in organizing volunteer work, are obliged to provide the Ministry, as the governmental body responsible for monitoring the implementation of the law 'About volunteering' with reports with information on the organization of volunteer activities during the reporting period annually. Other than that, the National Committee in Volunteering Affairs, which serves as a consultant to the government on topics regarding the development and encouragement of volunteer work, was founded.



## EUROPEAN UNION

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### **Competition 'Volunteer Capital of Europe'**

The competition's purpose is to promote and develop volunteering at the local level. It is an open pan-European competition of municipalities aimed at promoting volunteering locally through recognition of achievements of municipalities that support and strengthen partnerships with volunteer centers and organizations that involve volunteers and also value and encourage volunteering and its results. The initiator of the project is the Center of European Volunteering <sup>42</sup>. The Lviv team will represent the city and the country in the 'Volunteer Capital of Europe 2024' finals.





## FINLAND

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**(Verke)** <sup>43</sup> is a Finnish expert center for digital work with youth, one of the national expert centers created by the Ministry of Education and Culture of the country. Verke is fully funded by the Ministry, and its activities are managed by the Youth Department of Helsinki.



The Center contributes to realizing the goals established in the National Program of Work with Youth and Youth Policy. The purpose of Verke is to equip practitioners working with youth with digital, creative and innovative solutions and methods in the field of youth work. To achieve it, the center engages in training and consulting, production and distribution of information, as well as the development of digital work with youth together with other subjects in this field. In addition, Verke works closely with municipalities, organizations, and church parishes.

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<sup>39</sup> <https://youthpb.eu/project/cascais-youth-participatory-budget/>

<sup>40</sup> <https://ajujaht.ee/en/>

<sup>41</sup> <https://national-policies.eacea.ec.europa.eu/youthwiki/chapters/belgium-flemish-community/overview>

<sup>42</sup> [www.europeanvolunteercentre.org](http://www.europeanvolunteercentre.org)

<sup>43</sup> [www.verke.org](http://www.verke.org)

- 4.1. Problems of youth integration in Ukraine during the war
- 4.2. Youth participation in overcoming the consequences of the war
- 4.3. International experience in improving youth entegration



INTEGRATION

Subsection 4

## 4.1. PROBLEMS OF YOUTH INTEGRATION IN UKRAINE DURING THE WAR

According to the National Youth Strategy until 2030, the challenges in creating equal opportunities for young people and their integration into the public life of Ukraine and the world are the lack of subjectness, low awareness of the diversity of lifestyles of different groups of young people, barriers to the inclusion of young people in social, public and economic life <sup>44</sup>.

In this direction, it is important to actively involve different groups of young people, including vulnerable and socially excluded groups in public life by increasing mobility, interaction between different cultures and subcultures.

**Integration of internally displaced persons.** According to IOM, about 7 million people have been displaced within Ukraine since the full-scale invasion. Data on the exact number of young people among those who have changed their place of residence is not available. However, given the age distribution of the Ukrainian population, it can be assumed that the number of young people who have changed their place of residence within the territory of Ukraine is at least 1 million. According to the Gradus group survey <sup>45</sup>, more than half of the IDPs are ready to return home in case of the end of hostilities, while more than 20% have already decided not to return. Therefore, a fairly large new target population has been formed, which has a number of specific needs and requires to be integrated into new communities.

**War veterans and their families.** In total, more than 1 million Ukrainians <sup>46</sup> serve in the Armed forces of Ukraine, a significant proportion of whom are young people. After returning to civilian life, they face a set of challenges related to the restoration of physical and mental health, material support, obtaining benefits, the need to learn new professions and start their own business, inclusion in community life and others.

**Return of young people to Ukraine and connection with young people who left as a result of the war.** According to UN estimates <sup>47</sup>, the number of Ukrainian refugees registered in Europe has exceeded 7 million

people. Some of them plan to return to Ukraine, while others are integrating into the host countries. Given the demographic decline of the population of Ukraine, as well as the economic downturn, it is important to create proper conditions for the return of those who left and their inclusion in the reconstruction of Ukraine. At the same time, it is important to involve young people, including young immigrants, foreign Ukrainians, and foreigners who are interested in Ukrainian culture in the social, economic, and cultural life of Ukraine.

**Enhancing youth participation in public and political life.** The high level of challenges and the complexity and scale of the issues that Ukrainian society faces in the framework of the war and post-war reconstruction requires more active inclusion of all segments of the population, including young people, in public and political life.

**Accessibility.** The challenges of war are especially difficult to overcome for people with limited mobility. Therefore, the interests of different groups should be taken into account both during the active phase of hostilities (arrangement of shelters, evacuation, etc.) and in the framework of post-war reconstruction.

<sup>44</sup> <https://zakon.rada.gov.ua/laws/show/94/2021#Text>

<sup>45</sup> [https://gradus.app/documents/211/Children\\_Report\\_Gradus\\_28042022.pdf](https://gradus.app/documents/211/Children_Report_Gradus_28042022.pdf)

<sup>46</sup> <https://www.ukrmilitary.com/2022/07/milion-ukrainciv.html>

<sup>47</sup> <https://ukrainian.voanews.com/a/kilkist-zhertv-ta-bizhentsiv-zroslo-oon/6736396.html>

## 4.2. YOUTH PARTICIPATION IN OVERCOMING THE CONSEQUENCES OF THE WAR

After Russia's full-scale invasion of Ukraine in February 2022, the youth of Ukraine made a significant contribution both in the armed struggle against the occupiers in the defense Forces and in overcoming the consequences of the war. Among the youth infrastructure centers that were able to continue functioning, the vast majority switched to helping the defense forces, supporting IDPs, and solving other urgent humanitarian problems. A significant number of young people got their first experience of volunteering. Many new areas of work have emerged that were not typical before the full-scale invasion. Hundreds of new volunteer initiatives were formed, in particular in the following areas:

### **RESTORATION OF PHYSICAL INFRASTRUCTURE**

- Restoration of buildings damaged during the shellings <sup>48</sup>
- Youth community work <sup>49</sup>

### **ASSISTANCE TO IDPs**

- Support in receiving targeted payments from international organizations<sup>50</sup>
- Organization of shelters for IDPs <sup>51</sup>

### **PROVISION OF HUMANITARIAN AID**

- Collection, transportation, and distribution of humanitarian aid <sup>52</sup>

### **SUPPORT OF DEFENSE FORCES**

- Fundraising for the needs of the defense forces <sup>53</sup>
- Weaving of camouflage nets <sup>54</sup>

### **THEMATIC TRAINING AND COURSES**

- Organization of first aid training <sup>55</sup>
- Organization of training on mine safety <sup>56</sup>
- Organization of training on psychological support <sup>57</sup>

## THEMATIC CULTURAL PROJECTS

- Creation of murals on patriotic themes <sup>58</sup>
- Charity festivals

At the same time, new initiatives and organizations have emerged, in particular through the involvement of IDPs from other regions in the youth environment<sup>59</sup>. There is an experience of broad cooperation between youth organizations and initiatives with other institutions and organizations, as well as between groups of organizations from different cities. Educational and other opportunities abroad have expanded. Motivation to visit Ukraine has increased for certain categories of young people from other countries and specialists in various fields.

<sup>48</sup> Приклад: <https://bur.ukredu.org/>

<sup>49</sup> Приклад: <https://www.instagram.com/repair.together/>

<sup>50</sup> Приклад: <https://stan.org.ua/project/adresna-dopomoga/>

<sup>51</sup> Приклад: <https://stan.org.ua/project/kryza-rozvytok-vijna-dosvid-transformatsiyi-stanu/>

<sup>52</sup> Приклад: <https://sylappravdy.com/spivdiya-yak-praczyuye-czentr-dopomogy-vnutrishno-peremishhenym-u-luczku/>

<sup>53</sup> Приклад: <https://mistotv.com/54364/>

<sup>54</sup> Приклад: <https://ratusha.lviv.ua/zmagannya-iz-pletinnya-maskuvalnyh-sitok/>

<sup>55</sup> Приклад: <https://www.facebook.com/467743623393272/posts/2171027486398202/>

<sup>56</sup> Приклад: [https://www.instagram.com/p/Ch6v\\_UvqMWq/](https://www.instagram.com/p/Ch6v_UvqMWq/)

<sup>57</sup> Приклад: [https://tvoemisto.tv/news/u\\_lvovi\\_protyagom\\_travnnya\\_vidbuvatymutsya\\_psyhologichni\\_treningy\\_dlya\\_pidlitkivpereselentsiv\\_131655.html](https://tvoemisto.tv/news/u_lvovi_protyagom_travnnya_vidbuvatymutsya_psyhologichni_treningy_dlya_pidlitkivpereselentsiv_131655.html)

<sup>58</sup> Приклад: <https://suspilne.media/228319-vilnomu-vola-na-rivnensini-zavivsa-novij-patriotichnij-mural/>

<sup>59</sup> Приклади: <https://goloskarpat.info/society/62aee796dd49b/> , <https://www.instagram.com/chervonaruta.volunteers/>

## 4.3. INTERNATIONAL EXPERIENCE IN IMPROVING YOUTH INTEGRATION

### EUROPEAN UNION

#### **The concept of 'young people with fewer opportunities'.**

Young people who suffer from social isolation are often closely related to or included in the European Commission's category of 'disadvantaged youth' - young people who are more socially deprived compared to their peers due to one or more factors, experiences and obstacles, leading to isolation. A non-exhaustive list of the diverse groups at risk of such consequences include migrant youth, youth with disabilities, low-educated youth, youth from remote areas, young people from low-income households, young offenders, young people who abuse drugs, those who dropped out of school, graduates of orphanages, LGBTQ+ people, young women, children of parents who are at risk of losing their jobs, those who have low levels of education or are divorced, young people with dependents and young people with mental health disorders.



Most often, these groups find themselves in the focus of the social integration policy, however, the social status and living conditions of the same categories and subgroups differ significantly in various European countries. Migrants in one country may be at less risk of isolation than in another, and undocumented or non-status migrants might be notably more jeopardized than second-generation migrants.

Under certain circumstances, these situations or obstacles prevent young people from gaining effective access to basic social rights, including rights to housing, work, health, culture, education and leisure. They are often deprived of access to non-formal education and training, transnational mobility and participation, the manifestation of active citizenship, expansion of their rights and opportunities, and integration into society in general. Thus, young people with fewer opportunities are those who face social, economic or geographical



barriers, suffer from educational difficulties or cultural differences, have health problems or disabilities, as well as limited access to social rights. **Enter!**<sup>60</sup> is one of the flagship projects of the Council of Europe youth sector, focused on identifying and supporting youth work and youth policy measures aimed at combating violence, isolation and discrimination against young people, especially from disadvantaged areas in Europe. This project was developed upon the recommendation of the Council of Europe on the 'Enter!' project and promotes its implementation both at the European and national levels. The project provides long-term training programs for youth workers, mechanisms of direct consultations, local projects in the field of youth work, large-scale youth meetings, actions of local authorities in support of recommendations, seminars and training sessions, and development of information resources for acquaintance with social rights and issues of access to them.

## NORWAY

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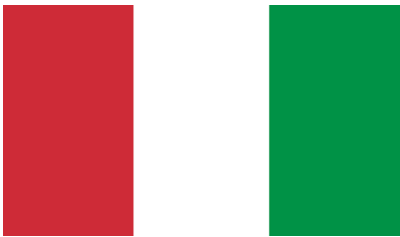
Solving the availability problem. In Norway, the government's task is to make all public spaces accessible to everyone by 2025. The Action Plan 'Youth from minorities' is designed for people with physical disabilities who have difficulties in using day-to-day services or performing day-to-day activities. Special attention is paid to ensuring equal access and the right to participate for children and youth.



## ITALY

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**'Cohousing: io cambio status'**<sup>61</sup>  
In Italy, the Agency for Family Affairs, Child Education and Youth Policy of the Autonomous Province of Trento launched a project called 'Housing: io cambio status'; to address the problem of



youth access to low-cost housing and support the transition of young

people to independence, employment and independence. Under this initiative, young people aged 18 to 29 (the so-called NEET group) live together with their peers for two years. Trainers and mentors help them to get to work through training, coordination and training. One-third of the program's expenditures are covered by beneficiaries, while other expenditures are covered by local authorities.

<sup>60</sup> <https://www.coe.int/en/web/enter/home?desktop=true>

<sup>61</sup> <https://prezi.com/wneazckub965/cohousing-io-cambio-status/>





# SECTION 2

## THE OUTCOMES OF THE WORK OF THE EXPERT GROUP

Since 2018, the matter of enhancing the position of young people in Ukrainian society has become of vital significance. The National Youth Strategy 2030 was conceived to meet the development needs of the youth sector in Ukraine and it took three years to create and approve the proposed idea on official levels. This strategy is a long-term vision document, encompassing a broad framework of concepts and ideas, as well as numerous reference points for the gradual development of Ukrainian youth. It includes four main priorities - security, health, capability and integration. The document's primary purpose is to elucidate the core priorities and key topics essential for the youth policy. After the Russian Federation's full-scale invasion of Ukraine, the needs and realities of youth have fundamentally shifted, requiring urgent and necessary actions for tackling the crucial issues that have emerged. Nonetheless, even after the beginning of the all-out warfare, the Strategy has remained relevant, especially due to its first priority - security.

With war lasting since 2014, there is still a major need for dealing with such matters. The strategy's main objective is not only to preserve the contemporary Ukrainian youth sector, but also to begin preparations for its future revitalization and development. The core priorities underlined below are of the most crucial importance for developing a clear youth policy plan with regard to the best international experience. Undoubtedly, today's youth policy has many other factors that could be covered and discussed with international as well as Ukrainian experts. However, given that the time period is strictly limited, we need to focus solely on the most pivotal issues.

Relevant international experience is tremendously important nowadays, as all the theoretical and practical recommendations provided might be used to augment the strategic vision of Ukraine's further rebuilding and development, taking into account the expertise possessed by other states that has already been developed and implemented. This document, and the contribution of the Youth international expert group, should therefore enhance the understanding of the National Youth Strategy 2030, the Ukrainian youth policy status-quo and show the possible ways of the future rebuilding and development of the youth sector itself, which will include both Ukrainian and international experience.

### **Block 1 - Safety:**

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- Military-patriotic education
- Security and safety aspects
- Encouragement of young people to return to Ukraine

A key aspect of this block is the development of issues that will contribute to individual and societal security for young people to potentially increase and create conditions for the return of young people to Ukraine, for example:

- Presence of skills that were formed as a result of the large-scale war waged by the Russian Federation against Ukraine – including pre-medical assistance and shooting skills. It means to provide better conditions and possible training about, for example, first responders and skilled use of weapons, for youth representatives (who want to receive them).
- Safe environment improvement and adaptation of young people's lives to modern conditions.
- Attention to the conditions and creation of proposals (it could include both increasing the safety environment, providing better conditions which appeared after the full-scale invasion, and enhancing labour market, educational environment and other spheres that can provide better services and conditions for youth development) that will encourage young people to return to Ukraine.

The military aspect covers not only people who can deal with weapons, engage in medical activities and participate in other emergency services, but also young people who are involved in the volunteering sector, supporting the country through economical activities, the provision of education and training, and other community activities.

## **Block 2 - Health:**

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- Mental health and psychological help

The block is focused on addressing the issues relating to young people's mental health, which have arisen as a result of the full-scale invasion of Ukraine by the Russian Federation and is aimed at finding possible solutions to the existing challenges in the psychological condition of young people (and those that may appear).

## **Block 3 - Capacity:**

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- Youth infrastructure
- Youth/social entrepreneurship

Attention is paid to the reconstruction and creation of the appropriate youth infrastructure that was destroyed, damaged, or frozen due to the full-scale invasion of Ukraine by the Russian Federation, and the development of the necessary network that will meet the new conditions (which were also provoked after February 24). Along with that, the track also highlights the issues of social entrepreneurship, youth involvement, employment issues, and the level of awareness that will contribute to its further development.

## **Block 4 - Integration:**

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- Accessibility and inclusion
- Youth participation in social and political life

The block highlights issues that are currently urgent and have already been adopted in EU countries. The issue of barrier-free access is urgent since it is broader and includes all possible directions of youth involvement in processes at various levels, such as their ability to have inclusive access to education, medicine, and the service sector. As for the topic of inclusion, we also should underline the aspects of ensuring gender equality in access and participation, marginalised and vulnerable groups in the processes and topics mentioned in this document.



### Block 1 - Safety:

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#### Military-patriotic education:

**Involved citizenship.** Young people need to be introduced to their civic roles, responsibilities as well as rights as part of their civic upbringing through education, extracurricular activities and community services. A military component is implicitly present in sports activities, first aid and broader survival skills, and physical and mental health awareness. Educational institutions are mainstream in civic education, however, they may work side by side with proactive civil society organizations that have methodology, competence, experience in the field and can act responsibly for the benefit of the young people, communities and society as a whole. The role of schools as platforms for civic and community engagement has to be enhanced. Key youth organizations should be able to have some of their services compensated through taxpayer funding. The patriotic segment comes not only through humanities on the school curriculum, but also through involvement in volunteering, internships in various roles in different institutions, exposure to richness of Ukrainian unity through the acceptance of historical, cultural, ethnic, and religious diversity of Ukraine, gamified state/self-governance/institutional experiences, and participation in decision-making and governance. All this can be enhanced beyond schools within communities and various youth organizations. Youth mobility, exchange programs, and new roles, opportunities and experiences for young people should become equally available across the country.

#### Security and safety:

**Resilience.** Parents, educational institutions, media discourse, and popular culture lean towards greater exposure of self-expression values, while survival values are the starting point for the majority of Ukrainians. While this transition is overall a sign of healthy development of the society, it is important that the pace of transformation is matched with improvement in the actual security

situation. Should young people brought up in self-expression values be faced with the need to implement a survival agenda, the threat can easily become existential. It is important that young people become aware of challenges that arise from lack of national and human security. Their ability to recognize the risks and act accordingly arises from personal engagement by the bearers of relevant experience of resistance, also through games and simulations, involvement in real-life solution development through school or NGO projects. The ability to work in groups, change roles, and learn to be accountable is key to further success. The many forms of 'leadership' need to be clearly understood.

## **Encouragement of young people to return to Ukraine:**

**Return encouragement.** An appreciative approach needs to be developed towards any level of interest in Ukraine, remote/online or hands-on engagement in activities, projects, courses, visits, internships, supplementary language, culture studies, and the social involvement of young people. Digital solutions could make involvement easier. Access to educational, economic and professional advice from abroad for teens and their parents needs to be strengthened. There should be greater support for Ukrainian activities in the EU and other countries through access to educational and other relevant content. The Ukrainian language and culture should be promoted abroad.

## **Block 2 - Health:**

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### **Mental health and psychological help.**

**Status-quo.** Since Ukraine became an independent nation, an ever-growing number of Ukrainians have managed to deal with the historical trauma from totalitarian and colonial oppression of the past century. Access to better care, nutritional improvements, greater awareness of healthy lifestyle, limitations imposed on tobacco and alcohol were also contributing factors. The war in Ukraine that started in 2014 and reached its peak in 2022 has created a new cycle of suffering, renewing, reactivating trauma. However, Ukraine's ability to defend itself inspired many Ukrainians. All of the events have had an impact on mental and physical health. With many gaps in knowledge and understanding remaining, more research on

mental health, specifically for needs of war-affected youth, is necessary to understand and map needs and plan effective responses. It should also include the identification of who needs help most in the youth population, with subsequent response planning that would involve young people on the assisting side as well.

**Services-oriented approach.** The handling of mental health problems should be reorganized after the full-scale invasion to trauma-informed approaches and delivery of services. The methods and mental health services that are youth-friendly can increase the level of youth loyalty and to attract youth to proposed services. Art therapy, surf therapy, yoga, some kind of referral system or locations and activities for young people to connect and contribute to the reconstruction process can be the approaches. Accessibility of mental health services, including in rural areas, should be highlighted. In the context of Ukraine where trauma will affect all generations and be widespread, interventions that aim to develop among the people methods for self-care and use the whole family approach will be relevant. The military aspect should also be noticed and the implementation of the DDR practice will help to bring soldiers back on track. The DDR is the process of turning a soldier back into a civilian again, by taking them out of the military, preparing them to become civilians again, and then helping them reintegrate back into society.

**Engagement promotion.** Young people should be encouraged to take advantage of civic and community engagement. They need to be made aware of possible ways of taking part. It would be a great thing for young people to learn that society is really concerned about them, about their mental health. Hiring young people to be the leaders of some work in the refugee camps and displaced areas, areas where strategically the emotional issues are going to be the biggest could serve as an approach. Another option of youth involvement can be an offering of some grant opportunities, which can be focused on reducing psychological and emotional problems. This means that young people with either motivation or a background in the field can apply for different grants and submit ideas and details of how they envision tackling the mental health problems in their communities.

It's also important to prepare the specialist for such types of activities. Active young people should be taught to provide training-sessions for their peers on the basics of psychological support techniques.

## **Block 3 - Capacity:**

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### **Youth infrastructure**

**Priorities identifications.** The war has been a factor that exacerbated the challenges of youth infrastructure, but it has also created an opportunity to create it anew, rather than rebuild, having rethought it. Dramatic demographic shifts, significant changes in economy, access to services will be among the factors influencing the youth environment. The gap between the old status quo and the new conditions requires research. What are the priority needs of different kinds of youth in terms of youth infrastructure? What do, for example, refugee youth, ex-combatant youth, young people with disabilities, orphaned youth, young mothers, youth from marginalized groups need most? Youth perspectives, thoughts and suggestions should be included and this would cultivate the engagement and empowerment of young people, as well as demonstrate that youth views matter. Research findings should be analysed and developed into a set of policy priorities.

**Youth infrastructure as a magnet to youth activism.** The need to create a network of regional youth centers in all regions of Ukraine as well as to rebuild destroyed ones is very essential right now. A huge number of youth centers are in charge of different services now: volunteer headquarters, shelters (they are, for example, places where refugees can live, educational centers, and places for juridical help). So the emphasis on rebuilding the youth centers could enhance the youth development processes on the ground. The youth engagement in this process can be adopted in the way of youth support and voluntary actions. Mobilization of both Ukrainian and international societies will help to rebuild the destroyed youth centers, which will assure a strong youth center in every community.

### **Youth entrepreneurship:**

**Capacity building.** Ukraine's social, economic, cultural and institutional environments, as well as unsaturated markets create favourable conditions for private initiative, creativity and enterprise. Low thresholds for start allow the learn-as-you-go approach. It's important to give youth the competences and confidence to move into enterprises and entrepreneurship, so developing youth self-confidence, self-efficacy, navigational capacities and entrepreneurial culture is crucial. Fostering and supporting entrepreneurial mindset is important across the society; skills that should be developed through education; Ukrainian society demands that the state regulations be simple and make sense, because institutional traditions have little value. Greater connectedness of the young entrepreneurs may be important for their greater ability to cooperate, making all of them stronger. A baseline study and analysis of the current challenges, opportunities, and the needs for those young people (with a more detailed view of factors such as region, gender, income level, and whether they are in the military) with initiative is important. Reconstruction is the opportunity for the markets, approaches, models, and new business philosophies. Impact investment, social entrepreneurship allow greater sustainability of communities and allow synergies between for-profits and non-profits. It is important to work with all ecosystem players on the market, like schools, universities, incubators, accelerators, banks, venture capital firms, and mentors. To start working directly with employers to create collaboration between them and youth centers can stimulate employers to take young people straight from these centers through careers counselors. There is a need to establish some standardized and quality careers and entrepreneurship services based on youth infrastructure to enhance the youth capacity within the entrepreneurship sphere. Gig economy, freelancing and supporting youth led businesses can serve as a way to ensure support for youth employment through career consultations that allow youth to find income. Youth-friendly financing opportunities for youth entrepreneurs can be an approach. The creation of mentorship programs can strengthen the position of young people, so the support of a system of more experienced mentors for novice entrepreneurs, creation of a community of youth entrepreneurs should be highlighted as well as work with parents on matters to do with career orientations for young people. It's also important to share data on the labour

market in Ukraine, as well as to finally determine which governmental structure will take the main role in career orientation.

## **Block 4 - Integration:**

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**Accessibility and inclusion.** The war has had a unifying effect on a diverse Ukrainian society. However, post-war recovery will include recurring pains of past trauma, struggles to sustain high levels of social cohesion when there will be lasting effects of recent violence present in private and professional lives, the roles of traditional institutions including the church are likely to be redefined if not diminished. Large groups of society will have come from the war itself either as combatants or as civilians from the occupied territories, or as refugees, POWs, DPs. An unknown number of people, however, primarily of young age have been kidnapped to Russia and their whereabouts, as well as ways of return will only be known after the end of combat. The urgent need of government policy should start with identification of the affected groups and a study that would assess the scale and the kinds of assistance needed. Peer-to-peer discussions across diverse youth groups would allow trust and confidence building. As a result of the research phase no groups of young people should remain uninvolved, including those in rural areas, distant, socially or culturally different or diverse in any other way. Local engagement is crucial but not at the expense of staying within the box of the social/minority or any other limiting legacy. Improved social integration, access to basic social services and economic opportunities for vulnerable households, youth, women, through the support provided to local communities via participatory planning and implementation comes as a result of the bottom-up general approach which connects well with general sentiment of the Ukrainian society about good practice of social transformation. Vulnerable, challenging groups will require extra attention, requiring capable counselors, who can connect and support young people at their better and worse times. Including the possibility of supervision is important, so the practitioner has confidential time with a more experienced person and can discuss problems, as well as increase attention to strengthen the role of parents. Parents are the biggest influencers in decision-making for all age groups. They possess information about the future of their children's careers in Ukraine and play a big part in their future. Peer connections, ties with communities, infrastructure for sports, art,

blogging, music recording and other cultural opportunities are key to developing a sense of belonging, which is the most productive relationship building for an inclusive society. Non-discrimination will be a factor to keep in mind with future policy, as experience of violence may create threats in the environment for any vulnerable groups, minorities, and communities with histories of stigma and discrimination. Migration to Ukraine to counter the demographic crisis may also increase cultural tensions, so a policy is needed to better integrate new residents on a positive-sum basis.

**Youth participation in social and political life.** Ukraine has a mixed record of agency development for young people within institutions with youth subdivisions. Any youth body for political, social civil society organization must not be viewed as expendable resource, but instead as self-sufficient individuals or groups with new ideas and modern way of connection to the world beyond. Young people have to be present and be part of the decision-making on all and every issue that is related to youth: 'nothing about us, without us'. To conduct youth-led research which could help to identify key priorities of youth through such issues: What can youth do now to support political life for Ukraine? Are there roles that they can play? What do youth want to do on the social level? Student governance, seed funding for projects can enhance the culture of participation and enhance horizontal cooperation. Expanding government's digital platforms to the needs of the youth is a form of grassroots-oriented inclusion. Media information literacy has to be one of Ukraine's key competencies. This is a way of creating resilience to existing propaganda. Media, information and cyber security should be part of key competencies in youth due to hybrid warfare. The formation of an 'international youth brigade for Ukraine', comprising Ukrainian youth with direct and indirect experience of the war and young people from throughout the member states of the Council of Europe (not only the EU). It is important for wider Europe to host Ukrainian young people (as an example the Duke of Edinburgh's International Award for Young People, 'Stand by Me' initiative in partnership with UNICEF). This hosting should cover the 'youth policy' ground being developed by Ukraine – in key areas affecting young people's lives and the place of young people in Ukrainian society, such as employment, health, citizenship, volunteering, community engagement and youth work.





# SECTION 3

## PRACTICAL WAYS OF IMPLEMENTING THE DEVELOPED DIRECTIONS

# PROJECTS OF THE RECOVERY PLAN OF UKRAINE AND OTHER RELATED PROJECTS AIMED AT THE IMPLEMENTATION OF INDIVIDUAL BLOCKS OF THE DOCUMENT

(<https://recovery.gov.ua/>)

## Block 1:

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### **Military-patriotic education**

**'United Ukraine'**. the project includes several areas of work: in the processes of military-patriotic education, it is important not only to develop security skills in young people, but also to pay attention to the formation of Ukrainian national and civic identity. Therefore, the implementation takes place in 2 blocks (providing training of instructors in pre-medical coaching and the basics of military-patriotic education; ensuring the formation of Ukrainian civic identity in the nation, including young people).

### **Creation and development of military-patriotic camps for youth.**

Using camps as part of career orientation for youth who want to connect life with the military can increase the youth's skill level and contribute to greater interest and understanding of the relevant fields. Emphasis should be placed on a more in-depth study of the tactics of military strategy, as well as practical exercises: shooting, first aid, etc.

### **Security and protection aspects**

### **Educational courses at school and university on the ability to cope with the challenges of a belligerent neighbor.**

Due to the full-scale invasion of the Russian Federation, the need to understand behavior in various situations and to have the necessary skills has significantly increased. First aid, survival skills during the shelling, packing an emergency suitcase, algorithms for actions in emergencies and many other topics should become a priority during the implementation of introductory courses in educational institutions.

## Encouraging youth to return to Ukraine

**Ukrainian Youth Fund:** creating conditions for the restoration of Ukraine and the return of youth who are temporarily abroad. Having the opportunity to implement their own ideas is one of the primary motivators for learning, personal development, civic participation, and an incentive for further development within one's country. The UYF is a state institution that will operate on the basis of co-financing by state and international partners and provide grants for the implementation of projects and initiatives that will contribute to the support and development of young people. The UYF can also be used to stimulate specific areas that will contribute to the development of social and youth entrepreneurship, as well as to support the project and institutional capability of youth organizations. A separate grant competition for projects related to youth social entrepreneurship can be a great incentive for the further development of youth in Ukraine, and the stimulation of youth organizations will help increase the involvement of youth in public life and strengthen the capacity of youth organizations as the driving force for positive change.

### Block 2

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#### Mental health and psychological assistance

**'SpivDiia'** (<https://spivdiia.org.ua/>) is a cross-sectoral project that includes several work areas. Psychological assistance has been launched through the platform on the basis of Spivdiia hubs. During the 4 months, over 6,200 people, of which 21.5% are IDPs, received psychological support services. The launch of cascading offline courses, where young people will acquire skills to support themselves in the PTSD state and those around them who have PTSD. According to the estimated data as of October 2022, over 10 million Ukrainians will require this. The launch of online products that will help young people cope with echoes of the war will have a big impact on how young people will be able to cope with new challenges in the post-war era.

### Youth infrastructure

- **Modernization of youth centers and spaces** - the project provides youth with access to basic services for self-realization and development, especially those necessary during the war and in the post-war period. Before the beginning of the full-scale invasion of the Russian Federation, over 300 youth centers and spaces were functioning in Ukraine. Still, as of October 2022, only 143 are working, so the priority direction is the restoration of destroyed youth centers and spaces, as well as the creation of conditions for the sustainable development of a network of such facilities. Every youth center is a magnet and a multiplier of activism, so investing in this direction and its further stimulation is vital. In addition, the development of the infrastructure of urban parks in Ukraine can also contribute to the greater involvement of young people, the promotion of sports, and its further development.
- **Analysis of services for youth on the basis of youth centers** - the project ensures obtaining information about the needs of young people in the activities of youth centers and spaces, as well as receiving the services provided by them. The implementation of the project takes place in two stages (a national study on the assessment of youth needs regarding the services of youth centers and spaces provided by them during the war; a national survey on the state of existing youth centers and spaces).
- **Diversification of youth center services according to young people's needs** - the project will allow to effectively allocate resources of the state and local budgets in terms of providing those particular services for youth that are necessary, taking into account the specifics of each region of Ukraine.

### Youth/social entrepreneurship

- **'SpivDiia'** (<https://spivdiia.org.ua/>) is a crosssectoral project

combining several work areas, including grants for youth entrepreneurship and youth business recovery. 'SpivDiia' includes the direction of SpivDiia entrepreneurs - creating conditions for supporting micro and small businesses of young entrepreneurs.

- **The National platform for supporting youth entrepreneurship and entrepreneurial skills of young people** - the project aims to develop a network of incubators on the basis of institutions working with young people, educational institutions, other interested institutions, and organizations, mentoring and consulting in crises, grant support for small businesses, development of individual support programs for SMBs, and further scaling of the project to make it accessible to different categories of young people. Launching a grant competition for young people to start or develop their own businesses, provided that people are employed, can also stimulate the development of the necessary entrepreneurial skills among young people.
- **The National project of career guidance and professional retraining of youth** - the project aims to promote the conscious choice of young people of their own life path through the implementation of a sustainable system of career guidance, taking into account current challenges; creation of modules for retraining, the need for which arose especially after the full-scale invasion of the Russian Federation and due to the significant difference between demand and supply on the labor market; popularization of vocational education through non-formal education, as well as increasing the involvement of all parties (parents, teachers, mentors, and others).

#### **Block 4:**

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### **Accessibility and inclusion**

**Due to the war in Ukraine, the number of young people with disabilities is only increasing, which necessitates the implementation of a project to create a barrier-free space for young people, which includes:**

- Collecting and spreading reliable information about the accessibility of physical environment objects, namely: providing the collection of information about the number of youth centers that are accessible to all categories of young people;
- Improving the accessibility of buildings and premises of public institutions for young women and men, namely: modernizing youth centers in terms of improving the accessibility of their premises;
- Developing and assisting in the implementation of practices and mechanisms of social and civic participation, in particular through the formation of public policies and legislative norms to ensure accessibility;
- Develop and implement programs to involve young people in civic and political life.

### **Youth participation in social and political life**

**Project: 'SpivDiia' (<https://spivdiia.org.ua/>) (Ukraine recovery plan project <https://recovery.gov.ua/>)** - the country's platform for uniting volunteer and state initiatives for humanitarian aid for civilians during wartime. SpivDiia was created by volunteers during the war and combines public and state initiatives to effectively organize humanitarian aid.

**The National project of youth involvement in the restoration of Ukraine - VidNOVA.UA** - project aims to promote the processes of youth involvement in the restoration of Ukraine and the normalization of life in communities affected by the war with russia through youth exchanges, which will involve young people from different territories of Ukraine, namely: creating opportunities for young people to join the process of rebuilding the country; promoting volunteering among young people; the formation of social, civic and intercultural competencies, which will contribute to shaping an active life position of young people and responsibility for the social and political processes taking place in the country.

**The development of youth councils and distribution of direct forms of youth participation** - the project ensures the creation of conditions for the participation of young people in the processes of restoring the country and other processes directly related to young people, which is one of the priority directions of the youth sphere of the European Union. The development of directly related to young people, which is one of the priority directions of the youth sphere of the European Union. The development of youth councils is a quality tool for involving young people in decision-making processes, both in Ukraine and Europe.

**The National Youth Internship Program (within Ukraine and abroad)** - aims to involve young people in the processes of the governmental service, business, and the public sector, which will increase the level of awareness of young people in each of the industries and contribute to their further involvement in joining one of the directions fully; creation of a system of personal and professional development of youth in Ukraine aged 18 to 25, which will stimulate the development of leadership qualities and contribute to increasing the level of civic activity of young people.

**Participation of youth in public life and the restoration of the country (teaching youth about civic competencies)** - the project aims to stimulate youth towards stable development by acquiring civic and social competencies, which include issues of values, leadership, media literacy, etc. The development and implementation of programs should take place at schools and universities to ensure that most youth are covered by these educational courses.

**Qualified specialists who work with young people (for the development of civic competencies of young people)** - the key goal of the project is to increase the level of competencies of specialists who work with young people, regarding the development of civic competencies, including under the 'Youth worker' program, as well as to increase the number of experts, who work with young people. An important aspect is also the constant improvement of the qualifications of specialists, which will contribute to their further growth and the introduction of new and more effective practices.

**Volunteering and youth: development and prospects in Ukraine** - the project will be carried out through the support of volunteer initiatives, popularization of the volunteering culture among young people, recognition of volunteer activities through the inclusion of competencies of young people gained during the implementation of volunteer activities in the process of obtaining education, employment, etc., advocacy for the acquisition of the Program country status of EU programs 'European Solidarity Corps' by Ukraine.

**Qualified specialists who work with young people (<https://youth-worker.org.ua>)** - the project aims to train specialists who work with young people to provide them with psychological support, the implementation of pre-medical care courses, career counseling programs, entrepreneurship and employment, development of civic competencies, assistance to IDP youth, organization of volunteer activities.

**Education and consulting of institutions of civil society. Support for civil society institutions at the national and local levels.**

Currently, ICS need basic support for organizational development, staff training, and activists. It is highly profitable for the state to support newly created organizations to help them realize their potential for the benefit of the country and society. The implementation of the project will be done in two stages (training and consulting of ICS for their survival and functioning in war conditions and providing grant support; increasing the capacity of ICS through the implementation of training programs for ICS and programs for young people who want to create an ICS, implementation of experience exchange programs between representatives of ICS)

**Ukraine and the EU.** The focus is on supporting greater integration of youth from Ukraine and the EU at all levels, namely: youth exchanges between countries; promoting the integration of youth organizations from Ukraine with specialized European networks, and encouraging the implementation of joint projects, projects to inform the youth of Ukraine about the opportunities that the EU already provides for young people; educational products explaining to young people how the EU works.



## PROJECTS OF THE RECOVERY PLAN OF UKRAINE, WHICH ARE THOROUGHLY AIMED AT THE IMPLEMENTATION OF ALL BLOCKS OF THE DOCUMENT

(<https://recovery.gov.ua/>)

- **eMolod** is a digital youth platform that concentrates all opportunities for youth in Ukraine, as well as analytical data from all stakeholders to inform youth and professionals. Informing young people about available opportunities is just as crucial as creating such opportunities. It is extremely necessary not only to create a sustainable system of informing the youth about the possibilities of realizing their potential in Ukraine but also to develop a communication strategy on how to communicate with different categories of youth. A further important component of this system is an annual information campaign among young people, which will focus on the role of young people in achieving victory (at home and abroad) at the first stage and motivate young people to participate in the public life of their own country. In the future, the campaign should be aimed at maintaining the level of youth activity and attracting more young people of different groups to public life. The information campaign should also be aimed at spreading opportunities for youth in Ukraine, which will contribute to their further involvement in returning back.
- **Strengthening cooperation between local government bodies, local self-government bodies, and civil society institutions for the implementation of youth policy and youth work** - the project will contribute to advocating for the support of ICS working with youth from local budgets.

Support of ICS at the local level from local budget funds and their involvement in solving local problems is a key characteristic of democracy. The competition of projects developed and offered by the ICS is an effective mechanism for implementing the best ideas for solving local problems for less money. An important aspect is an interaction with local authorities and local self-government bodies and their consulting on youth policy issues, competitions, and providing grants for the ICS

at the local level because young people trust state bodies less and are more involved in solving community issues in cooperation with the ICS.

- **'Community for youth' - an initiative for comprehensive support of local youth policy** - the project will help create such an environment in communities that will stimulate the further development of young people and increase their ability and desire to participate in the development of their own community. Exchange of experiences of local self-governments regarding successes in the field of youth policy, presentation of best practices in financing youth programs and support of youth participatory budgets, rating of cities supporting youth policy, the annual forum held jointly with associations of cities and other tools will contribute to improving conditions for youth development in communities and their further involvement in the process of community formation.



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