Policy Recommendations for interactive work with Ukrainian Youth Refugees living abroad

1. Apply a Trauma-Informed Educational Approach

Quiz content should be designed with awareness that many participants may have experienced war, displacement, or loss. Avoid graphic descriptions, disturbing imagery, or questions that may retraumatize participants. Participation should always be voluntary, with the option to skip sensitive questions without penalty.

2. Respect Ukrainian History and National Identity

Learning materials should accurately reflect Ukrainian history, culture, language, and statehood using reliable academic and educational sources. Historical events should be presented factually while acknowledging Ukraine's independent historical development and cultural heritage.

3. Focus on Resilience Rather Than Trauma

Whenever possible, emphasize examples of resilience, creativity, civic engagement, cultural achievements, and community solidarity instead of focusing exclusively on war and destruction. This supports positive identity development and psychological well-being.

4. Promote Critical Thinking and Media Literacy

Include activities that encourage participants to evaluate sources, identify misinformation, recognize propaganda techniques, and distinguish facts from opinions. These competencies strengthen democratic participation and digital resilience.

5. Create an Inclusive and Non-Discriminatory Learning Environment

Ensure that quizzes are accessible to participants with diverse linguistic, cultural, educational, and psychological backgrounds. Avoid stereotypes and provide equal

opportunities for participation regardless of ethnicity, gender, disability, religion, or region of origin.

6. Encourage Intercultural Dialogue

Combine Ukrainian cultural content with information about the host country and shared European values. Activities should promote mutual understanding, respect for diversity, and meaningful interaction between refugee youth and local communities.

7. Use Age-Appropriate and Developmentally Suitable Content

Questions, language, and game mechanics should be adapted to participants' age, educational level, and emotional maturity. Complex historical or political topics should be explained clearly and in a balanced manner.

8. Protect Privacy and Personal Data

Quizzes should never require participants to disclose personal experiences of war, displacement, family circumstances, or political opinions. Any digital platform used should comply with applicable data protection regulations, including the General Data Protection Regulation (GDPR).

9. Involve Ukrainian Experts and Young People in Co-Creation

Teachers, historians, psychologists, youth workers, and Ukrainian young people themselves should participate in the development and review of educational content. Their expertise helps ensure cultural sensitivity, historical accuracy, and relevance.

10. Monitor Educational Impact and Well-Being

Implement regular evaluation of both learning outcomes and participants' well-being. Collect anonymous feedback to improve content continuously, identify unintended negative effects, and ensure that educational objectives support inclusion, empowerment, and social integration.

These recommendations are aligned with principles promoted by the **Council of Europe**, **UNICEF**, **UNHCR**, **UNESCO**, and the **European Commission** regarding inclusive, trauma-informed, and rights-based education for displaced children and young people.

11. Respect Linguistic Diversity and Individual Language Preferences

Young Ukrainians displaced by war may use Ukrainian, Russian, English, or a combination of languages in their daily lives. Educational activities should respect participants' language preferences without making assumptions about their identity or values based on language use. Where possible, multilingual communication and flexible facilitation should be encouraged.

12. Avoid Assumptions About Participants' Knowledge and Experiences

Do not assume that participants share the same level of knowledge about Ukraine, the host country, Europe, or current events. Likewise, avoid assuming similar migration experiences, emotional needs, or future plans. Educational activities should create space for participants to contribute their own perspectives and experiences.

13. Use Interactive and Game-Based Learning Methods

Whenever possible, replace traditional knowledge transmission with interactive methods such as quizzes, simulations, role-playing, collaborative problem-solving, storytelling, escape-room elements, and digital games. Learning through exploration, participation, and teamwork increases engagement and supports non-formal education principles.

14. Encourage Learning Through Discovery Rather Than Instruction

Educational activities should invite participants to investigate, compare, discuss, and draw conclusions independently instead of relying primarily on lectures or one-way teaching. Facilitators should act as guides, creating opportunities for curiosity, critical thinking, and reflection.

15. Promote Cultural Comparison Through Common Values

Activities comparing Ukraine, host countries, and wider Europe should emphasize both differences and shared values. Highlighting common human experiences, traditions, democratic values, and everyday life fosters mutual understanding while strengthening participants' own cultural identity.

16. Identify Meaningful Motivation for Participation

Young people's motivation cannot be assumed. Before planning activities, organizers should identify what is genuinely motivating for the specific group—whether social interaction, recognition, certificates, creative expression, digital participation, food and informal time together, or other incentives. Activities should be designed around participants' interests rather than organizers' expectations.

17. Ensure Flexibility in Facilitation and Programme Delivery

Educational activities should be adaptable to changing circumstances, including attendance, transportation challenges, weather conditions, or participants' emotional state. Facilitators should be prepared to modify the pace, group size, or methodology while maintaining learning objectives and inclusion.

18. Create a Safe and Welcoming Social Environment

The quality of interaction before, during, and after the activity is as important as the educational content itself. Facilitators should invest time in building trust, encouraging informal conversations, answering participants' questions, and providing comfortable conditions, including appropriate breaks and opportunities for socialization.

19. Invest in Skilled Facilitators

The success of interactive educational activities depends heavily on the facilitator. Facilitators should possess not only subject knowledge but also strong communication skills, intercultural competence, emotional sensitivity, flexibility, and the ability to moderate discussions in a respectful and engaging manner.

20. Recognise Games as Spaces for Social Connection

For many displaced young people, games are not only educational tools but also spaces for communication, identity exploration, emotional expression, and belonging. Game design should therefore balance educational objectives with opportunities for cooperation, creativity, reflection, and relationship-building rather than focusing solely on factual knowledge.

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