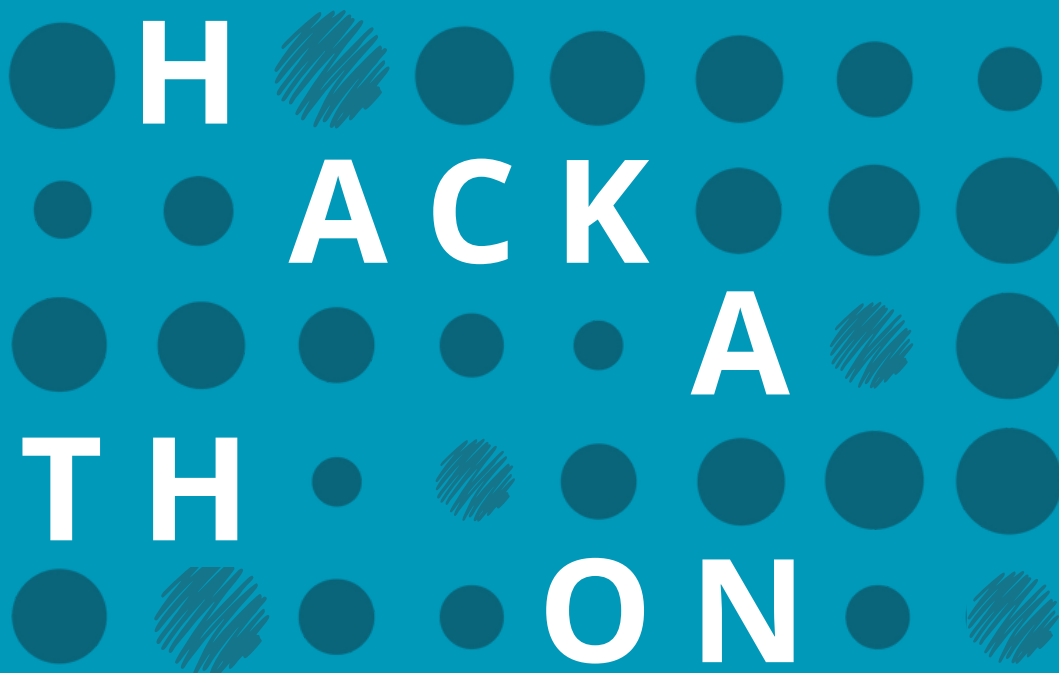


# STREET LAW HACKATHON GUIDE

«Meeting the Legal Needs of People in  
Wartime»



STREET LAW



This publication was made possible by (or with) the support of the American people through the United States Agency for International Development (USAID) in framework of the Justice for All Activity

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government

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# FOREWORD

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On 24 February 2022, a full-scale invasion of Ukraine by Russian troops marked the launch of a new hot and open phase of the war that began in March 2014. According to the UN High Commissioner for Refugees, 17 million people left Ukraine, 7.9 million were granted temporary protection in European countries, and approximately 9.2 million returned to Ukraine, during the period from 24 February 2022 to 3 January 2023[1].

Another important figure is that 4.8 million IDPs (internally displaced persons) were registered in Ukraine as of the beginning of 2023. At the same time, according to the Ministry of Reintegration, the actual number of IDPs is almost 7 million[2].

Many of these people have their own individual needs to be addressed, such as the need to find new housing, get a job, receive financial assistance, arrange their everyday life, etc. Addressing the legal needs of displaced Ukrainians becomes also of great importance.

Since September 2022, the Association of Legal Clinics of Ukraine, supported by the USAID “Justice for All” program, has been implementing the project “Strengthening the Capacity of Legal Clinics in Ensuring Access to Justice Under Martial Law”. The legal needs of displaced Ukrainians were studied within the project. The study showed that the need for legal information was one of the biggest ones.

According to the legal clinics’ experience, raising legal awareness is an effective way to inform our citizens. At the same time, using interactive methods and learning tools, such as Street Law, which is aimed at learning the law and understanding complex legal structures, situations through action and interactive tasks is the most effective way to gain legal knowledge.

This Guide contains 5 interactive lessons for raising legal awareness. They were developed by the teams of Ukrainian legal clinics during the Street Law Hackathon “Meeting the Legal Needs of People in Wartime” and presented at the III Street Law Festival.

The lessons’ topics cover a variety of legal issues that arise in wartime, from the definition of martial law to the issues of integrating displaced Ukrainians into new communities.

The team of the Association of Legal Clinics of Ukraine hopes that this publication will help displaced Ukrainians to obtain the necessary information and is confident that it will also contribute to improving the quality and effectiveness of lessons for raising legal awareness by developing skills in using the Street Law methodology.

*Yuliia Lomzhets, Chairwoman of the Association of Legal Clinics of Ukraine*

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[1] The UN announced the number of Ukrainian refugees in Europe // Slovo i dilo, 5 January 2023. URL.: <https://www.slovoidilo.ua/2023/01/05/novyna/suspilstvo/oon-nazvaly-kilkist-ukrayinskyx-bizhencziv-yevropi>

[2] The Ministry of Reintegration told how many IDPs are registered in Ukraine // Slovo i dilo, 7 February 2023. URL.: <https://www.slovoidilo.ua/2023/02/07/novyna/suspilstvo/minreintehracziyi-rozpovily-skilky-ukrayini-zareyestrovano-vnutrishno-peremishheny-osib>

# STREET LAW HACKATHON

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The Street Law Hackathon “Meeting the Legal Needs of People in Wartime” was organised by the Association of Legal Clinics of Ukraine within the project “Strengthening the Capacity of Legal Clinics in Ensuring Access to Justice Under Martial Law”, implemented with the support of the USAID’s Justice for All Program.

The Hackathon aimed to unite the creative efforts of legal clinicians from all over Ukraine to develop original materials for raising legal awareness on meeting the legal needs of people in wartime. The teams had the opportunity to choose the topics of their developments independently, in particular, to focus on international human rights law, international humanitarian law, migration law and other relevant issues.

The Hackathon was attended by 17 teams of legal clinic-based students from different regions of Ukraine, who completed the Hackathon tasks, attended workshops and received expert support on various issues for seven consecutive days, from 21 to 28 November 2022. The teams generated ideas, tested them with students, and developed new materials for raising legal awareness under the supervision of their mentors. Participants tested themselves and their abilities in developing products for raising legal awareness in various formats, adapted them to offline and online environments, and learned how to use various technologies and apps in their developments. They were supported by experienced Ukrainian and foreign experts during workshops and training sessions.

The Hackathon was held in several stages. At each stage, the teams improved their knowledge and skills in Street Law to complete tasks with gradual complexity increase. The teams had 200 hours to complete all activities, which resulted in the creation of a relevant, modern and informative product for raising legal awareness, a classic Street Law lesson, and alternative supplements thereto such as games, videos, infographics, etc.

The best legal awareness raising lessons and supplementary materials were selected based on the Hackathon results. They are available in this Guide. They will help to organise interesting sessions, aimed at raising legal awareness of young people on issues related to the legal needs of people in wartime.

# LESSON 1

## COMBATANT, NON-COMBATANT, CIVILIAN: HOW TO DISTINGUISH BETWEEN THEM IN WARTIME?

Legal clinic Auditorium of Chernihiv Polytechnic National University "Chernihiv Polytechnic" (team "ChPBN – Chernihiv lawyers without name")

### OBJECTIVE

To convey information in a coherent and clear manner, using real-life examples and interactive activities: on the concepts of combatant, non-combatant, civilian; their status in terms of international law; rights and obligations in wartime

### LESSON DURATION

45 minutes

### AUDIENCE/NUMBER OF PARTICIPANTS

Young people aged 18-30 / 10-20 people

### TOOLS AND EQUIPMENT/GUIDANCE MATERIALS

Wi-Fi network, multimedia projector, flipchart, sticky notes, pens, handouts and presentation (provided in the appendices to the lesson), participants' smartphones.

### AUTHORS

Anastasiia Kalian, Khrystyna Skumina, Marko Kulchykovskyi  
Maksym Shcherbinin

## COURSE OF THE LESSON



### INTRODUCTORY PART

The lesson is conducted in the format of "Just Law" media programme, in which the audience is constantly actively interacting with the moderator and guests. Students act as the programme moderators.

At the beginning, the moderators greet audience, introduce the title of the new programme and explain its usefulness for the audience.



### MAIN PART

The legal status of combatants is regulated by the 1907 Hague Convention respecting the Laws and Customs of War on Land (entered into force for Ukraine in 1991) and its Appendices, the 1949 Geneva Conventions relative to the Protection of War Victims and their Additional Protocols of 1977, and Order of the Ministry of Defence of Ukraine No. 164 dated 23.03.2017 "On Approval of the Instruction on the Procedure for the Implementation of International Humanitarian Law in the Armed Forces of Ukraine" [Slide 5](#)

In the international law, combatants are persons who are members of the armed forces of a belligerent and participate directly in hostilities. Therefore, combatancy is the direct participation of soldiers in hostilities. [Slide 6](#)

This terminology is used in relations between belligerents only during an armed conflict (international and non-international), and is aimed at respecting the rights and protection of persons if they are captured. [Slide 7](#)



The **combatants** are: [Slide 8](#)

- personnel of the ground, navy and air forces (except for medical and religious personnel);
- partisans, personnel of regiments and volunteer units, if they are led by a person responsible for his subordinates; have a distinctive insignia clearly visible from a distance; adhere to the rules of warfare in their actions; carry weapons openly during every military engagement, as well as when they are in full view of the enemy during combat deployment preceding the attack in which they will directly participate;
- crews of merchant sea vessels and crews of civil aviation aircraft of the parties involved in a military conflict, provided that the vessels and aircraft have been transformed into military ones.

The legal status of a combatant includes: 1) the right to use military force; 2) the possibility of being subject to military force up to physical destruction; 3) the right to be treated as a prisoner of war if captured by the enemy. [Slide 9](#)

Thus, combatants include members of regular armed forces, militias, volunteer units, partisans and any organised resistance movements, provided that they openly carry weapons, wear visible insignia, are subordinate to a commander and adhere to the rules and customs of war. [Slide 10](#)

The legal status of non-combatants is regulated by the same acts as that of combatants.



**Non-combatants** are persons who are part of the armed forces and provide assistance to them, but do not directly participate in hostilities. [Slide 13](#)

For example: [Slide 14](#)

- medical staff;
- chaplains (priests);
- food suppliers;
- war correspondents;
- lawyers
- etc.

The main feature of the status of such persons during the war is the following: weapons may not be used against them if they are engaged in their direct duties. [Slide 15](#)

The second feature is the treatment of such persons if they are captured. It can be said that they enjoy all the rights of prisoners of war (the right to communicate with their families, to worship, etc.). However, they do not have the status of full-fledged prisoners of war. [Slide 16](#)

Thus, they must be granted access to performing their duties. For example, to conduct worship service (for priests). They cannot be forced to do work that is not related to their "occupation". That is, a health care professional cannot be forced to dig trenches, they are engaged only in providing medical care. [Slide 17](#)

If a person participates in hostilities, he or she becomes a combatant regardless of his or her role in the armed forces.

**Exercise using [Jamboard](#)** – participants characterise the following statement



The International Criminal Tribunal for the Former Yugoslavia in the Blaskic case in 2000 stated that civilians are those who are no longer members of the armed forces.  
*Are non-combatants a part of the armed forces?* [Slide 18](#)

*Give examples of non-combatants* [Slide 19](#)

The legal status of civilians is regulated by the above-mentioned acts, as well as by the Convention relative to the Protection of Civilian Persons in Time of War and its Additional Protocols, adopted in 1977 and 2005. [Slide 21](#)

Civilians are defined by international humanitarian law as persons who are not members of armed groups and who do not directly participate in hostilities during an armed conflict. [Slide 22](#)



**It is prohibited to commit the following regarding the civilians:** [Slide 23](#)

- all forms of murder, wilfully causing great suffering or serious injury, harm to health, inhuman treatment (including biological experiments) and torture;
- taking of hostages, looting, collective punishment, acts of terror;
- displacement of civilians in the occupied territories;
- rape, sexual slavery, enforced prostitution, forced pregnancy, enforced sterilisation and any other form of sexual violence,
- looting of public or private property;
- attacking non-defended localities, wanton destruction of populated areas, or shelling them by any means, destruction not caused by military necessity;
- intentionally using starvation of civilians as a method of warfare by depriving them of objects indispensable to their survival;
- conscripting or enlisting children under the age of fifteen years into the national armed forces or using them to participate actively in hostilities;
- using weapons which are inherently indiscriminate, i.e. equally affecting military and civilian objects, and capable of causing unnecessary suffering, etc.

An impartial humanitarian organisation, such as the International Committee of the Red Cross, can offer its services to the parties to the conflict. [Slide 24](#)



## INTERACTIVE EXERCISE

**Logic exercise** – identifying the likely characteristics of the images [Slide 25](#) (“The proposed images represent the prohibition of certain actions against civilians. Determine which action is prohibited depending on the image. Why is such prohibition important for humanity?”), ([Slides 26, 27, 28](#)) Discussing the task by dividing the participants into two groups.



## CLOSING PART

Summing up the results (highlighting the main information for memorisation, emphasising that after the meeting, each participant will receive a memo as infographic with relevant tips to help them remember the information presented and use it actively in the context of the current war in Ukraine) [Slide 29](#)

A survey on having mastered the material in [Kahoot](#). [Slide 30](#)

The moderators invite the audience to ask additional questions that arose during the lesson.

To ensure that participants remember the highlights of this lesson, the moderators distribute/share an infographic – a kind of memo on the differentiation between combatant, non-combatant and civilian categories ([Appendix 2](#)).

If the participants have time, the moderators suggest playing the board game “Overcoming Hell” ([Appendix 3](#)).



## APPENDICES TO THE LESSON



<https://bit.ly/3pNHwbY>

# LESSON 2 BAN ON WAR COVERAGE IS ALLOWED (STRIKE OUT WHICHEVER IS NOT APPLICABLE)

Legal Clinic PRO BONO, Volodymyr Dahl East Ukrainian National University (team "Persona Grata")

## OBJECTIVE

To inform school children about the rules for working of media related to the period of martial law in Ukraine. To provide insight into the list of information on the activities and life of the military, the development of military operations that may not be disclosed, the procedure for journalists work in the combat area and in the liberated territories.

## LESSON DURATION

45 minutes

## AUDIENCE/NUMBER OF PARTICIPANTS

Young people aged 18-30 / 10-20 people

## TOOLS AND EQUIPMENT/GUIDANCE MATERIALS

Wi-Fi network, multimedia projector, flipchart, sticky notes, pens, handouts and presentation (provided in the appendices to the lesson), participants' smartphones.

## AUTHORS

Milena Karpenko, Daria Klymash, Polina Riazantseva  
Nikita Boliukh

## COURSE OF THE LESSON



### INTRODUCTORY PART

Hi, everyone! Thank you for taking part in our interactive lesson, and we hope you find it interesting and informative.

In the beginning, we would like to give a little background [Slide 4](#)

On the morning of 24 February 2022, Russia launched a full-scale military invasion of Ukraine. Some people were directly involved. Some learned about it from their relatives or the media.



*Think back to that day: Where were you at that time and how did you know that the Russian Federation had made an intrusion into Ukraine?*

Prompt, reliable and unbiased information for Ukraine's citizens about the development of the war has been of great importance in resisting the enemy from the first days of the armed aggression. The contribution of Ukrainian media is becoming even more powerful than ever in this context.

On the one hand, journalistic standards in wartime are no different from those in peacetime. On the other hand, it is because of the war that journalists and editorial offices have to be more vigilant about maintaining the reliability and accuracy standard when reporting on TV, radio or online.

Before we proceed to theoretical aspects, we will conduct a survey on [Mentimeter](#) platform to determine the participants' interests and views. The survey results should be taken into account and discussed to understand the most pressing issues among young people. [Slide 5](#)



## MAIN PART

### Unit 1. How does the audience perceive media coverage of the war in Ukraine?

#### Slides 6-11

The annual Digital News Report by Reuters Institute for the Study of Journalism (Oxford, UK) reveals new analytical data on digital news consumption and is based on a detailed survey conducted by YouGov. An additional study conducted in April 2022 in 5 countries (the UK, the US, Germany, Poland and Brazil) provided insight into how news consumption was affected by the war in Ukraine.

On 24 February, the Russian Federation launched a full-scale invasion of Ukraine, causing the largest war in Europe since World War II. Major global news organisations sent journalists to Ukraine to cover the shelling and violence in the devastated Ukrainian localities on TV, online and in print. Journalists, ordinary citizens, and politicians, most notably President of Ukraine Volodymyr Zelenskyy, actively used social media such as TikTok, Telegram, and Twitter to document the horrors of the war and communicate information to a global audience in real time.

To analyse the audience's perception of the conflict coverage in media, respondents were asked to assess how well the media provided information, kept them updated on ongoing events, explained deeper implications and presented different perspectives on the conflict. Overall, the results showed that the media provided information about the ongoing situation properly, with almost half of respondents in all five countries agreeing that the media did a good job.

However, respondents generally believe that the media do not focus enough on explaining the deeper implications of the conflict, and tend to think that news organisations could work better given the ongoing crisis.

The majority of people in the five countries where the survey was conducted follow the conflict closely, especially those countries that are in geographic proximity to it.

According to the survey, television remains the leading and most popular source of information during the crisis. This is not surprising, given the biased attitude to social networking services that provide a lot of false and inappropriate information. However, attention to news from online sources (including alternative information and analytical sites and social networks) is also quite high in some countries, such as the United States and Poland.

### Unit 2. Safety of journalists while working in the conflict area and covering hostilities

#### Slides 12, 13

The role of the media is of particular importance in times of armed conflict, both international and domestic. Given that there are virtually no civil society organisations that can control the authorities and the armed forces during the war, journalists become the main (if not the only) source of unbiased and objective information. As a result, war journalism has become a dangerous profession for many journalists today that requires them to be in the thick of events, alongside death and violence, putting their lives on the line, since a journalist's life and health can be exposed to great danger in an armed conflict area. The Committee to Protect Journalists (CPJ) keeps distressing records on media workers who have been killed while being engaged in their professional duties.

Despite the fact that journalists in the armed conflict area are protected by international and national law, they should not rely solely on such protection. It is only guaranteed if a party to the conflict complies with internationally recognised rules of warfare, which is not always the case.

There are **three categories of journalists** who can work in an armed conflict area and who are protected by international humanitarian law:

- war correspondents,
- journalists engaged in dangerous professional missions in areas of armed conflict, and
- journalists seconded to a military unit.



The most important recommendation is to come back alive! Only if a journalist returns alive after completing a mission, he can make a good report or story. It seems too clear and simple to mention again, but it is still difficult for many media professionals to give a clear answer to the question: What is more important – your life or your report? **Slide 14**

Journalists can both influence the cessation of war by publishing facts of violence and humanitarian catastrophes and drawing the attention of the international community, and be used to further escalate the conflict. There are often no rules for this use or any moral reservations. Journalists can be “fed” information to deceive public opinion, intelligence information can be “taken” from journalists, and journalists’ lives become a bargaining chip, from banal ransom to a show trial for terror.



### **What do journalists need to know about war? Slide 15**

Journalists need to be prepared for the fact that the usual rules and regulations will not apply in the area of military confrontation.

International companies that conduct safety training for journalists working in conflict areas advise planning a trip according to the following algorithm:

- climatic conditions and fauna specifics;
- specifics of the conduct of hostilities by the belligerents;
- types of weaponry they use;
- diseases and medicines;
- religious and cultural differences;
- risk ranking;
- description of security conditions and security level;
- presence of all major threats.

It would be ideal if they undergo special training on safety in conflict areas (hostile environment and first aid training), practice the first aid skills, assess risks, draw up communication plans, and test whether equipment is in good condition. Safety and first aid training is an important part of the preparation. Journalists should ensure that they are properly trained before travelling to the location.

## **Unit 3. Journalism ethics and hostilities**

### **Slide 16 + handouts (Appendix 2)**

The issue of adherence to ethical and professional standards becomes acute for the community during any armed conflict. The answer that the international journalistic community has found for itself after hundreds of deaths and thousands of injuries of journalists in the war is unequivocal. It’s worth adhering, especially at special times and under special conditions.

The main regulatory sources that embody these rules are the **IFJ Declaration of Principles on the Conduct of Journalists, International Principles of Professional Ethics in Journalism. The Code of Ethics for Ukrainian Journalists** is based on the principles declared in the mentioned documents.

They are as follows:

- balance of opinions and points of view;
- promptness of information;
- reliability (verification of information and references to sources);
- information about the dead, wounded, missing, hostages;
- use of archival materials.

The journalist is obliged to present information, referring to the facts, the origin of which he/she knows, and clearly indicate his/her sources of information and specify names of the commenting experts, or the title and other details of the studies that are mentioned in the material and reliability of which can be verified.

Information about the death or injury, disappearance or capture of specific individuals should be carefully verified and exclusively with competent sources. These primarily include those participants in the event who were directly on the spot with the person in question and saw him or her with their own eyes at the time of the event.

It is strictly forbidden to use an archival image to arbitrarily illustrate a story about a current event in combat or occupied areas. If it is important to show a picture that can illustrate today's event because it was filmed earlier in the same place, or the same people were filmed, whose actions we are talking about today, we must explain off-screen that it is the same place, but filmed earlier, or accompany it with the "Archived record" caption.

When filming the location of military units, journalists should remember not to show panoramic shots, concentrations of manpower and equipment. It is necessary to make sure that the frame does not include signs that can indicate the area, which can be used to find out the location of checkpoint. Sometimes it is better not to take pictures of weapons or equipment at all, so as not to reveal the presence of certain types of weapons in the army. One way to avoid making mistakes is to show all the footage to the unit's command and remove footage that they consider unacceptable: sometimes the seemingly ordinary photos or videos can cause damage.



## INTERACTIVE EXERCISE

**Patron Video. The world's most famous bomb-sniffing dog** (videos on YouTube: [Patron dog/The hero dog of Ukraine](#) or [Patron . The world's most famous bomb-sniffing dog](#)).

**Discussion:** *Media coverage of the dog Patron as an assistant to Chernihiv explosive ordnance technicians.*

We invite you to watch this video to answer some questions and find out whether the popularity of Patron is exaggerated in the media or whether this dog has become a symbol of the resistance of the Ukrainian people, inspiring the military and the entire Ukrainian society to hold the line and never give up.



- *Is the popularity of the dog Patron a coincidence or planned?*
- *Is the popularity of the dog Patron exaggerated?*
- *Why did the media make the dog Patron so popular?*
- *What is the purpose and role of the dog Patron during the war in Ukraine?*



## CLOSING PART

We thank all the participants who joined our training. We hope that you have learnt new information and spent your time with benefit.

To help you remember the highlights of this lesson, we will distribute/email an **infographic** – a kind of memo on information that cannot be disclosed in the media ([Appendix 2](#)).

Summarising and answering questions from the audience.

If the audience has more time, we suggest playing a board game: **MEDIA GRATA** ([Appendix 3](#))

## APPENDICES TO THE LESSON



<https://bit.ly/3QfLpS3>

# LESSON 3 PARTICULARLY VULNERABLE CATEGORIES OF POPULATION IN WARTIME

Legal Clinic of Vasyl' Stus Donetsk National University (team "ALMA MATER")

OBJECTIVE	To provide relevant resources for learning about key aspects of the topic: the concept "vulnerable", a list of particularly vulnerable groups of population during martial law, current government benefits; to familiarise students with the legal basis of the topic; to prove that all people are vulnerable during war, and that the solution to this issue lies in unity and mutual assistance.
LESSON DURATION	45-60 minutes
AUDIENCE/NUMBER OF PARTICIPANTS	Young people aged 18-30 / 10-20 people
TOOLS AND EQUIPMENT/GUIDANCE MATERIALS	Wi-Fi network, multimedia projector, flipchart, sticky notes, pens, handouts and presentation (provided in the appendices to the lesson), participants' smartphones.
AUTHORS	Anna Kolomiets, Bohdana Dovhan, Nika Hnatiuk, Viktoriia Makarchuk

## COURSE OF THE LESSON



### INTRODUCTORY PART

Hi, everyone! My name is ..., I am ... To begin with, I would like to say that I am very happy to have the opportunity to communicate with the students, to experience the atmosphere full of knowledge and school-related life again. I do not aim to teach you anything, because I am not a teacher, but an ordinary university student who, like each of you, gets a portion of new information every day. I would really want our session not to be a dull monologue full of theoretical data. I would like to communicate with you, share my own experience and hear yours on certain issues.

Let's make a deal: You listen attentively and take part in the activities, and I will share legal life hacks with you.

I choose a good mood as the main tool for a lesson. I really hope you will support me.

Well, now let's get to know each other! I thought for a long time about what topic to choose that would unite everyone, and I finally found it. Please look at the screen. [Slide 2](#)

Presentation of the topic.

Getting to know each other using [Padlet](#). Participants put their names and something they like to do in certain situations ([Example](#))

After the students have answered the question, we offer our version of answers to cheer up the audience. [Slides 3, 4](#)



## MAIN PART

Okay, we had a bit of fun, but you must admit that the topic is quite complex and serious. It's great that Ukrainians retain a sense of humour even in difficult circumstances, such as war. This is another superpower of our nation.



*Who can name the others? You can continue writing on the Padlet platform. We are interested to know what you think.*

A full-scale war has been going on in Ukraine since 24 February 2022. That is why more attention is being paid to the category of "particularly vulnerable categories of the population in wartime".



*Has anyone ever come across this expression? Have you heard similar phrases in the news, on social networking sites, or from your friends? If so, please raise your hand. In what context was the phrase used?*

We have a dialogue with the audience, if there are any raised hands, if not, we proceed to the next question.

I see that you are already partially familiar with the topic we are going to talk about today/if you have not heard about it before, today's topic should be interesting and informative for you.



*What are your expectations from the lesson?*

### Discussion...

It's great! Let's get started! Please look at the screen (the slide with the title of the lesson appears on the screen).



*Which word immediately catches your eye, raises additional questions, or is not quite clear? Why? [Slide 5](#)*

### Answers, discussion of the issue

I agree with you. Indeed, the word "vulnerable" stands out among the others.

**Task.** The screen shows the definitions. You need to guess which of them reveals the essence of the concept "vulnerability" (using the method of brainstorming and working with a dictionary).



*Which of the proposed definitions, in your opinion, reveals the meaning of the word "vulnerable"? Why have you chosen this answer? [Slide 6](#)*

In fact, all the proposed definitions reveal the meaning of the word "vulnerable" in a particular context. This is stated in the Academic Explanatory Dictionary. You can follow the link to make sure (we promote media literacy and information hygiene). [Slide 7](#)

By the way, I promised you some life hacks, so the first rule of lawyers is: Do not trust words that are not backed up with evidence. Any opinion you have should be based on convincing arguments. These are principles the lawyers adhere to in court, for example. In the context of an information war, the ability to verify the accuracy of information and trust only reliable news is the key to being protected from the aggressor's propaganda.

Let's join the information front line! Our victory depends on each of us!

**Task.** Match the factors that can cause hardship and the revealing pictures (on the [Jamboard](#) platform).



old age

behavioural disorders in children due to parents' divorce

disability

child abuse

homelessness

gender-based violence

unemployment

domestic violence

low income

getting into a situation of human trafficking

damage caused by fire, natural disaster, catastrophe, hostilities, terrorist act, armed conflict, temporary occupation



### INTERACTIVE EXERCISE

We have already analysed the concept “vulnerable” and the factors that can lead to hardship. Now think about what category of people we mean when we talk about vulnerable people in wartime. Let's watch the video for you to answer this question (<https://www.youtube.com/watch?v=l4ef0cO9Gs0> (from 02:00 to 06:18))

After watching the video, students receive a task that will help them find the answer to the question posed before. Interactive method – working on the [Jamboard](#) platform.

**Task.** The Ministry of Social Policy of Ukraine has made a map of the groups of people who will primarily need support. Let's try to guess which categories are hidden behind the boxes. [Slide 10](#)

1

military personnel

4

family members of those killed, captured, missing, or affected by hostilities and war crimes

6

family members of the military

5

people from the territories that were occupied or where active hostilities took place

7

medical staff

8

people who were forced to leave their homes and moved (both abroad and within the country)

2

volunteers

9

people who lost their homes

3

victims of hostilities, war crimes and captivity

10

people who hosted the displaced

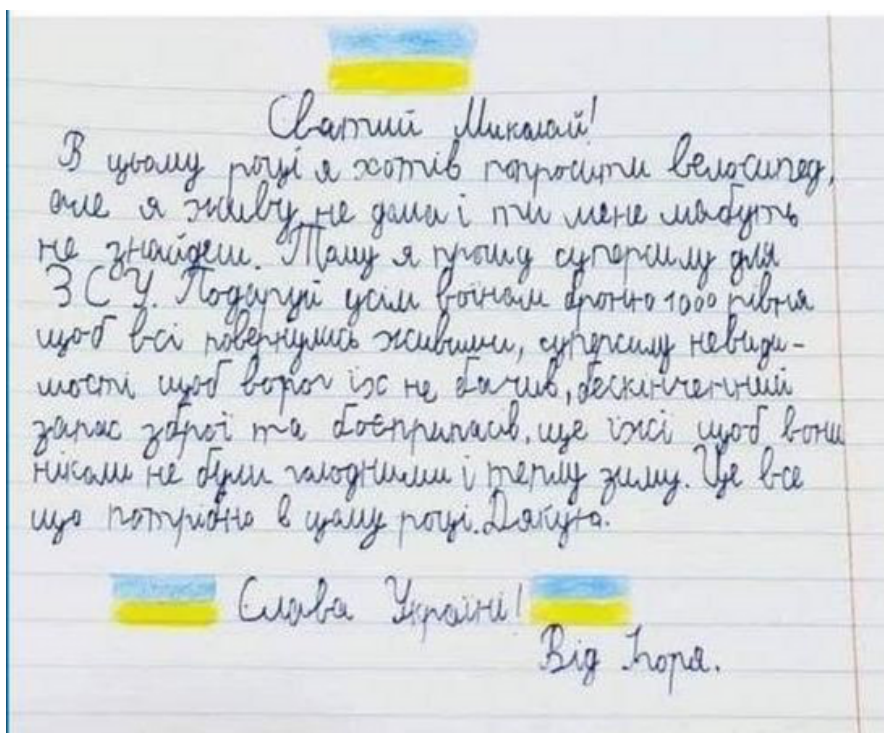
The screen shows a slide with closed, numbered boxes. Students take turns naming the categories based on what they have seen in the video. If they are correct, the box is opened. Students answer until all the boxes are open. If they cannot guess, the speaker gives hints to lead them to the correct answer. **Slide 11**

The provision of the relevant benefits is regulated by a number of regulatory acts. It would be very difficult and inefficient to familiarise you with each of them, as they are quite large. We have prepared for you a list of the latest legislative changes in the issues related to assistance to particularly vulnerable population in wartime. Please guess from their titles which category a particular regulatory act is intended for. The exercise is performed on the Padlet board by matching pairs. The speaker shows how to use the board and what tools to use.

Well done! You have completed the task perfectly. Now, if you are asked for help or need information, you know which regulatory acts to use.

A link to the official web portal of the Verkhovna Rada has been saved on the Padlet board. Dear students, you can keep track of all legislative changes on this website, and if you enter the keywords "vulnerable", "government benefit", "for the period of martial law", you will be able to review the changes in the topic we are considering (it is important not only to provide material, but also to provide useful and reliable resources for constant monitoring of changes, because changes often occur in the outlined area).

Well, we have considered the highlights of today's topic. However, I think we should focus on another category of the population that is not included in the list of the Ministry of Social Policy of Ukraine, but was a key element even in the video. What do you think this category is? The letter below will help you find the right answer. **Slide 13**



(Dear St. Nicholas,

This year I wanted to ask you to bring me a bike, but I don't live at home and you probably won't find me. That's why I'm asking for superpower for the Armed Forces of Ukraine. Give all the soldiers level 1000 armour so that they all come back alive, the superpower of invisibility so that the enemy can't see them, an endless supply of weapons and ammunition, food so that they are never hungry, and a warm winter. That's all I need this year. Thank you.

Glory to Ukraine!  
Ihor.)

Read the letter carefully. These are the wishes of today's Ukrainian children. This is undoubtedly a great pride, but at the same time, we are aware that children's mental health is significantly affected. During the war, the fundamental rights of children are violated, which is unacceptable. The most important of these rights are the right to life, health, freedom from torture, ill-treatment, etc. **Slide 14**



## CLOSING PART

Well, we've done a great job today. You are all incredible! You may be a little tired from the information load, as we have discussed a lot of complex topics. The brain needs a rest. Don't you think? By the way, here's another useful life hack on how to abstract yourself after mental stress.

<https://vm.tiktok.com/ZMF98Cvh3>

Now let's get some exercise and get moving!

**Exercise "Tell me honestly, how are you?"** The project was prepared as part of the initiative of First Lady Olena Zelenska to develop the National Programme of Mental Health and Psychosocial Support. **Slides 17-18**

[https://www.youtube.com/watch?v=dVFRc0sNwxc&list=PLxDr-QlbLbZspVxDG8LyAXdfxO\\_0jZ6ZQ&index=2](https://www.youtube.com/watch?v=dVFRc0sNwxc&list=PLxDr-QlbLbZspVxDG8LyAXdfxO_0jZ6ZQ&index=2)

To help you remember the highlights of this lesson, we will disseminate/email an infographic – a kind of memo on how to apply to the court (**Appendix 2**).

Summarising and answering questions from the audience.

In concluding, remember:

"Light always prevails over darkness, and truth over lies. That is why our invincible nation will overcome all challenges and ultimately prevail. Russian occupiers will never understand this as they try to cause blackouts in Ukraine, but already existing for a long time in an impenetrable darkness themselves." (V. Zelenskyy). **Slide 23**

Thank you for your attention! See you soon!

If the audience has more time, we suggest watching the video podcast: **"What it means to be vulnerable in wartime"** (**Appendix 3**)

## APPENDICES TO THE LESSON



[https://bit.ly/43wOf7Q\\_](https://bit.ly/43wOf7Q_)

# LESSON 4 PERSONS DISPLACED DUE TO WAR: WHO THEY ARE AND WHAT IT MEANS

Legal Clinic of the State University of Economics and Technology (team “Mum’s Friend’s Lawyers”)

## OBJECTIVE

To explain the difference between the categories of persons displaced due to war, to provide insights into the rights and opportunities that such persons have

## LESSON DURATION

60 minutes

## AUDIENCE/NUMBER OF PARTICIPANTS

Young people aged 18-30 (young people displaced due to the war or just interested in the topic) / 10-20 persons

## TOOLS AND EQUIPMENT/GUIDANCE MATERIALS

Wi-Fi network, multimedia projector, flipchart, sticky notes, pens, handouts and presentation (provided in the appendices to the lesson), participants’ smartphones.

## AUTHORS

Kyrylo Lantkevych, Anna Neodnycha, Viktoriia Huba, Daria Ahafonova

## COURSE OF THE LESSON



### INTRODUCTORY PART

Greeting. Introduction of the trainers. Presenting the topic of the lesson.

#### Getting to know the audience.

**Objective:** To introduce participants to each other and create a friendly atmosphere for further work.

**Task:** Participants are provided sticky notes, write down an issue they have faced as persons displaced due to the war or their assumptions about it (for participants who are just interested in the topic), briefly introduce themselves from their seats or from the middle of the room, tell other participants about the issue and put their sticky note on a flipchart.

**Materials:** sticky notes, pens, flipchart.



### MAIN PART

The persons displaced due to the war obviously face many challenges, so today we will help you understand a seemingly simple topic with its own complexities. The topic is “Persons Displaced Due to War: Who They Are and What It Means” [Slide 1](#).

*Trainer 1 presents the unit with information on IDPs + interactive task ([Slides 2-5](#)).*

**Internally displaced persons (IDPs)** are individuals who have been forced to flee unexpectedly from their homes as a result of armed conflict, internal strife, systematic violations of human rights or natural disasters, but who are within the territory of their own country.

### Rights of IDPs:

IDPs enjoy the same rights and freedoms under the Constitution, laws and international treaties of Ukraine as other citizens of Ukraine permanently residing in Ukraine. In addition, IDPs have the right to receive material support, insurance benefits, social services, and free legal aid. Some registration procedures have been simplified for this category, for example, the procedure for IDPs to be registered for unemployment benefits. Now, this can be done not only through employment centres, but also by submitting an e-application. It is also worth noting that IDP entrepreneurs are subject to special rules for charging and paying the single social security tax.

### Documents for obtaining status are the following:

1. Application for registration as an internally displaced person.
2. Identity document.
3. Documents confirming the family relationship between the child and the applicant (if a relative or stepfather/stepmother, with whom the child who arrived unaccompanied by a legal representative lives (stays), applies on behalf of the minor child).
4. Document confirming the person's residence in the territory from which he/she is moving (military registration card with information on military service; employment record book with records of employment; document confirming the ownership right to movable or immovable property; certificate of basic general secondary education; certificate of complete general secondary education; documents on vocational education; document on higher education (academic degree); confirmation of study letter; decision of the district state administration, including those in Kyiv or Sevastopol, executive body of the city or district council on placement of the child in childcare institution, foster family, family-type orphanage, establishment of guardianship or custody; medical documents; photos; videos, etc.)

### Test:



1. The fact of internal displacement is confirmed by an IDP registration certificate valid for

- A) 6 months
- B) 1 year
- C) 5 years
- D) indefinite period+



2. IDP status and IDP registration certificate can be obtained at

- A) Administrative Service Centre
- B) Diia app
- C) Department of Labour and Social Protection
- D) all options are correct+

Trainer 2 presents the unit with information about refugees + interactive task (Slides 6-9).

**Refugees** are individuals who, owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, are outside their country of nationality and are unable or, owing to such fear, are unwilling to avail themselves of the protection of that country.

**Refugee status** is an individual right in the EU countries that is granted after a special administrative and legal process that determines whether a person has a well-founded fear of being persecuted. Refugee status will cease if a person returns to his or her country of nationality or acquires new nationality.

### Rights granted upon receipt of refugee status:

1. To choose a place of residence and move freely.
2. To reside in the territory of the respective state for an unlimited time.
3. To travel outside the country, subject to obtaining an appropriate document for travelling abroad.
4. To be employed, to engage in entrepreneurial activity.
5. To enjoy social and healthcare benefits.
6. To study at educational institutions.
7. To enjoy social protection provided to families with children or unattended children.
8. Other rights granted by the laws of the country of residence.

### Documents for obtaining refugee status:

1. Application for refugee status
2. Questionnaire of a person applying for refugee status.
3. Photos 40 x 60 mm

OR

1. Application for family reunification if there is a family member already residing in an EU member country.
2. Two photos.
3. Proof of residence in a particular country.
4. Confirmation of medical travel insurance.
5. Proof of family relationship.



**Note:** The documents may vary depending on the refugee-hosting country

During the request consideration, a person must stay in the country where his/her application was submitted.

The average application processing time is 6-9 months. While the application is being considered, the person's national documents, in particular, passport (if any), birth certificate, driver's license, etc. are seized. Instead, a separate document is issued, a certificate that will replace the passport and confirm the fact of applying for refugee status.

### Test:



1. Are environmental problems (radiation contamination of the territory, drought, flood, crop failure and other natural disasters) a reason for obtaining refugee status?

- A) Yes
- B) No +



2. Does being persecuted by the criminal group entitle a person to refugee status?

- A) Yes +
- B) No

Trainer 3 presents the unit with information about migrants + interactive task (Slides 10-13).

**Migrants** are individuals who, of their own free will or for certain reasons, make territorial movements accompanied by a change of place of residence and place of work (permanently or for a sufficiently long period) outside the country of nationality.

Forms of migration can be distinguished depending on various factors, such as motives, legal status of the persons in question or duration. There are the following categories of migrants: migrants in transit, labour migrants, business migrants, illegal migrants, asylum seekers, forced migrants, including refugees and persons in need of temporary protection.

### Migrants have the right to:

1. Proper working conditions.
2. Recreation and social protection.
3. Pension provision.
4. Recognition of education acquired abroad.
5. Confirmation of non-formal education results.

### The following documents are attached to the application for an immigration permit:

1. 3 photos.
2. Copy of the identity document.
3. Document proving the person's place of residence.
4. Information on family composition, a copy of the marriage certificate (if the applicant is married).
5. Document confirming that the person does not suffer from chronic alcoholism, substance abuse, drug addiction or infectious diseases, the list of which is determined by the central executive body in charge of state policy in healthcare.



### Test:



#### 1. Migration means ...

- A) moving to a locality within the same region for a few days
- B) movement, relocation within the country or across the country's borders for a long term +



#### 2. Are refugees considered migrants?

- A) Yes +
- B) No

Trainer 4 presents the unit with information on temporary protection + interactive task (Slides 14-17).

**Temporary protection** is an exclusive procedure for granting international protection to a large number of people simultaneously and automatically.

### A person under temporary protection is granted:

- 1. The right to reside in the state where the person applied for temporary protection.
- 2. Access to work, which can be obtained immediately after applying for protection.
- 3. Access to housing.
- 4. Medical care.
- 5. Social assistance.
- 6. Access to education for children and adolescents.

Note: The specific rights of a temporary protection seeker are determined by the laws of a particular country.

When crossing the border of an EU member state, the state authorities of the relevant country must inform the person of his or her right to temporary protection.

Temporary protection is granted automatically, however, in order to obtain confirmation of temporary protection, a person must apply to the relevant competent authority of the host country and provide identity documents proving that the person resided in the country he or she left to be eligible for temporary protection.



**Note:** The specific rights of a temporary protection seeker are determined by the laws of a particular country

When crossing the border of an EU member state, the state authorities of the relevant country must inform the person of his or her right to temporary protection.

Temporary protection is granted automatically, however, in order to obtain confirmation of temporary protection, a person must apply to the relevant competent authority of the host country and provide identity documents proving that the person resided in the country he or she left to be eligible for temporary protection.



**Note:** The procedure and documents for confirming temporary protection of a person may differ in certain countries

### Test:



#### 1. When is temporary protection granted?

- A) a person poses a threat to public order or public security
- B) a person has committed a crime against peace, a war crime or a crime against humanity
- C) a stateless person who has been in Ukraine on legal grounds cannot return to his/her country of nationality +

The trainer compares the outlined categories of displaced persons (Slide 18).



## INTERACTIVE EXERCISE

### Team task.

**Objective:** To reinforce what has been learned during the lecture in practice.

Trainers divide the participants into 4 teams of 2-3 people by pulling out sticky notes of the same colour. The participants are given cases to choose the appropriate category of displaced persons due to war and a package of documents required to obtain the relevant status. The trainers give the teams 10 minutes to complete the task. Then the teams present their results ([Slide 19](#)).

**Materials:** presentation ([Appendix 1](#)), sticky notes in 4 colours, handouts ([Appendix 2 and Appendix 3](#)).



## CLOSING PART

*Trainers make a brief summary of the lesson.*

### Reflection.

**Objective:** To get feedback from the audience to know whether the lesson was effective.

Trainers ask the participants to take out their smartphones and scan the QR code from the screen to go to the Polleverywhere app (<https://www.polleverywhere.com/activities>) and leave their feedback on the lesson. Trainers read out the participants' feedback ([Slide 20](#)).

In conclusion, trainers give all participants infographics on the topic of the lesson ([Slide 21](#)) [Appendix 4](#).

## APPENDICES TO THE LESSON



<https://bit.ly/3pX6qG3>



# LESSON 5

## FLEEING VS BEING PROTECTED, OR DIFFERENCE BETWEEN REFUGEE STATUS AND TEMPORARY PROTECTION OF UKRAINIANS

Legal Clinic of the School of Law of the Ukrainian Catholic University (team “Justice League”)

OBJECTIVE	As the result of the lesson the pupils will understand the difference between refugee status and temporary protection, as well as the specifics of exercising certain rights by Ukrainians abroad
LESSON DURATION	45 minutes
AUDIENCE/NUMBER OF PARTICIPANTS	Young people aged 14-18 / 15-25 persons
TOOLS AND EQUIPMENT/GUIDANCE MATERIALS	Flipchart, poster boards, marker pens, multimedia projector, access to Wi-Fi. Guidance materials: presentation, handouts (provided in the appendices to the lesson)
AUTHORS	Adriana Hrytsyna, Solomiia Humen, Vitaliia Mahas

## COURSE OF THE LESSON



### INTRODUCTORY PART

Hi, everyone! We are students of the... The topic of our lesson today is “Fleeing vs Being Protected, or Difference Between Refugee Status and Temporary Protection of Ukrainians”. [Slide 1.](#)

We ask for your active participation. The lesson will last approximately 45 minutes and consists of 4 parts:

1. Introduction.
2. A brief description of the difference between refugee status and temporary protection measures for Ukrainians abroad.
3. Peculiarities of exercising certain rights.
4. Conclusions.

Let's start by getting to know each other. Please tell us your names and the character you associate yourselves with. Let's go! We associate ourselves with the cartoon character Judy from Zootopia. Judy is a fair and honest police officer who fought crime and was not negatively influenced by others. [Slide 2.](#) She was determined to pursue her goal of becoming a law enforcement officer, and no challenges made her stop on her way towards her goal.

We invite everyone to introduce yourselves. You can switch on your microphones and speak. Thank you.

We associate today's topic with two characters: Thor, who protected his loved ones, and the Flash, who ran fast due to his superpower [Slide 3.](#)



## MAIN PART

Description of the difference between refugee status and temporary protection measures for Ukrainians abroad. **Slide 4.**

Using **Mentimeter**, we invite you to write down the words that come to mind when you hear “refugee” or “temporary protection”. Thank you.

According to the State Border Guard Service of Ukraine, 8.2 million Ukrainians have crossed the Ukrainian border since 24 February, and more than 7 million have returned. In our opinion, the issue of how to protect your rights abroad is relevant today. **Slide 5.**

Let's start with refugee status. It can be granted to any person fleeing war or persecution.

**Persons with refugee status have the following guarantees:** the right to live in a refugee camp, medical care, education for children, monthly financial assistance, access to the labour market, free public transport, etc.

However, there are certain restrictions: the inability to return to Ukraine after obtaining the status, the inability to leave the host country until the status is granted, etc.

**Temporary protection may be granted to:** **Slide 6**

- citizens of Ukraine who resided in the country up to and including 24 February and were forced to leave due to the war;
- persons granted political asylum in Ukraine;
- citizens of other countries who legally stayed in Ukraine;
- persons without citizenship.

This measure guarantees the following: the right to education, health insurance, the right to permanent residence for 1 year with a possible extension of up to 3 years, access to the labour market, social assistance [1]. **Slide 7.**

The refugee status is an individual right guaranteed by international conventions, while the right to temporary protection is a collective right. This is the main difference between the outlined mechanisms. They are also regulated by different international documents [2].

In our opinion, there are certain **advantages of temporary protection over refugee status.**

For example, if a person applies for temporary protection, he or she is granted the right to work from the moment of application, while in case of refugee status, he or she has to wait up to 6 months on average for a decision on granting such status. Temporary protection guarantees a person's right to return to Ukraine at any time. A person cannot return to Ukraine during the time pending a decision to grant refugee status (6 months, and sometimes longer, depending on state that independently establishes an administrative procedure). Temporary protection may be obtained in any EU member state, while refugee status may only be obtained in the country the border of which a person first crossed. Persons under temporary protection have the right to apply for refugee status at any time.

**Peculiarities of exercising certain rights.** **Slide 8.**

We would like to draw your attention to the peculiarities of some rights of Ukrainians in different countries, including the EU. **Slide 9.**

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[1] The difference between refugee status and temporary protection [Online] // Consulate General of Ukraine in Hamburg. Available at: <https://hamburg.mfa.gov.ua/dlya-shukaiv-timchasovogozahistu/zagalni-pitannya-vidpovidi/v-chomu-riznicya-mizh-statusom-bizhencya-i-timchasovim-zahistom>.

[2] The difference between refugee status and temporary protection [Online] // Ukrinform. 2022. Available at: <https://www.ukrinform.ua/rubric-society/3482742-ukraincam-poasnili-riznicu-miz-statusamibizenca-ta-timchasovim-zahistom.html>



### **The right to employment.**

In France, for example, temporary protection status guarantees that individuals must be paid at least €10.57 per hour.



### **The right to social security includes the right to social assistance, services, benefits, insurance, medical care, etc.**

In the UK, each family member under temporary protection is provided with one-off payment of £200 to cover essential costs on arrival, and in Canada, \$3,000.



### **The right to medical care.**

Temporary protection in Italy guarantees the same medical care as that provided to Italian citizens.

In Romania, the Dăruiește Aripă Association and the Romanian Society of Paediatric Oncology and Haematology created a special platform, Code4Romania, to help all Ukrainian children with cancer.



### **The right to education.**

On 1 September this year, the Freedom School was opened in Estonia, where Ukrainians can study. Up to 40 per cent of the classes are conducted in Ukrainian according to the state curriculum.

Interestingly, in many countries (e.g. France), children are required to attend local schools, as parents face fines, deportation, etc. in case of non-attendance.



### **The right to family reunification.**

If a person has lost contact with his/her family, relatives or friends, he/she can use the Slovak Red Cross family reunification service in Slovakia.



### **The right to participate in cultural life.**

Entry to all state museums in Germany is free for Ukrainians [3].



## INTERACTIVE EXERCISE

We invite you to play a game that we have called **Legal dixit**. The game consists of 4 rounds lasting 10 minutes. **Slides 10-13**.

The rules are quite simple:

- you are divided into two teams;
- in each round, you will see three photos and a description of the situation;
- your task is to choose the right photo and justify your choice.

The winning team will receive a sweet prize!

Finally, let's play a game on **Kahoot** to reinforce what we have learned. **Slide 14**.

Join using the code on the screen

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[3] How social rights of Ukrainians, who have found shelter in the EU countries, are provided [Electronic resource] // Council of Europe. – 2022. – Resource available at: <https://www.coe.int/uk/web/kyiv/-/how-are-social-rightsof-ukrainians-who-have-found-protection-in-eu-ensured-research-by-council-of-europe>



## CLOSING PART

We will now summarise today's lesson. The granting of refugee status and temporary protection measures are mechanisms to protect the rights of Ukrainians abroad. The main difference between them is that refugee status is an individual right, while the right to temporary protection is a collective right. In addition, they are regulated by different international documents and involve some differences in the exercise of rights.

To help you remember the highlights of this lesson, we will disseminate/email an infographic – a kind of memo on the difference between refugee status and temporary protection of Ukrainians (**Appendix 2**).

Hopefully, you have learned something new today. Thank you for your attention and engagement! If you would like to give your feedback on the lesson, ask questions, etc. you are welcome. Feel free to contact us if you have any questions. **Slide 15**.

Thank you!

## APPENDICES TO THE LESSON



<https://bit.ly/3DjBFOG>

