

Element	Description
Title	<i>Digitalization of Career Guidance and Creation of an Interactive Career Hub for Regional Youth</i>
Name of the VET Provider	<i>State Educational Institution "Skyvra Higher Vocational School"</i>
Thematic domain	<ul style="list-style-type: none"> • Inclusion
Introduction	<p><i>State Educational Institution "Skyvra Higher Vocational School" (Kyiv Oblast, Ukraine) has developed and implemented a comprehensive career guidance system tailored to modern demographic and security challenges. The Skyvra region urgently requires retaining youth potential and rapidly supplying the local labor market with qualified skilled workers.</i></p> <p><i>The key challenge was the lack of interactive tools to demonstrate the benefits of VET under remote learning conditions and wartime restrictions. In response, the school transformed its career guidance by introducing virtual occupation "test drives", online consultations, and actively engaging local employers in the process.</i></p>
Stakeholders and Partners	<p>Beneficiaries: <i>Learners (Students), teaching and administrative staff, parents and legal guardians.</i></p> <p>Partners: <i>Local authorities and community, medical and social institutions, employers and business partners.</i></p>
Impact	<p><i>The implementation of this practice has significantly contributed to enhancing the educational environment, ensuring the psychological resilience of students, and adapting learning conditions within the institution's laboratories and workshops, while simultaneously having a positive impact on the overall emotional well-being of the learners.</i></p> <p>Achieved Results of the Educational Institution:</p> <ul style="list-style-type: none"> • <i>Improved emotional stability and a sense of security</i> among learners during educational activities under martial law conditions and regular air raid alerts. • <i>Enhanced social adaptation</i> and the successful integration of vulnerable student categories.

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- **Reduction in the number of conflicts**, learning anxiety levels, and instances of bullying within student groups and the institution's dormitory.
 - **Increased focus on practical training**, mastering modern agricultural machinery, culinary arts, and welding technologies by successfully overcoming psychological barriers.
 - **Development of the ability to recognize** and effectively manage emotions.
 - **Cultivation of self-reflection**, professional mindset, and a clear awareness of personal strengths for future employment.
 - **Strengthening cohesion within study groups** and fostering a culture of mutual support.
 - **Increased self-confidence**, motivation to contribute to the country's reconstruction, and readiness for continuous personal and professional development.
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Innovation and Success Factors

Innovation:

Psychosocial support is not confined to the psychologist's office but is directly integrated into practical production processes (laboratory work, agro-trainings, and sessions on VR combine harvester simulators). This approach actively reduces stress when working with professional equipment. Master vocational instructors and pedagogical staff have undergone specialized training to recognize the signs of acute stress and post-traumatic stress disorder (PTSD). They are equipped with the knowledge to act effectively during air raid alerts or psychological crises among students. Furthermore, senior students of the institution serve as mentors for newly arrived learners from among Internally Displaced Persons (IDPs), facilitating their smoother adaptation into the Skvyra community.

Success Factors:

Interdisciplinary interaction: close and coordinated daily cooperation among the institution's administration, social pedagogue, practical psychologist, dormitory educators, class supervisors, and master vocational instructors.

Support from the Skvyra city community: an established partnership with the Skvyra City Council and local social services for a rapid response to the needs of families facing difficult life circumstances.

Sustainable funding and subsidies: attracting state funds to modernize educational and production spaces (specifically for culinary and construction profiles), which allows for combining improved working conditions with psychological comfort.

Active student involvement in volunteering: organizing charity fairs and manufacturing products to support the Armed Forces of Ukraine. Such

social activity provides learners with a sense of significance and reduces anxiety levels.

Continuous mental health monitoring: *conducting regular anonymous screenings and surveys among learners to identify hidden manifestations of bullying or depressive states.*

Constraints

Lack of human resources: *according to the staffing table in VET institutions, a limited number of practical psychologist positions (often just a single full-time post) is allocated for a large number of learners. The workload per specialist is excessive due to a significant number of vulnerable categories, including Internally Displaced Persons (IDPs), learners with special educational needs, orphans, and children of military personnel.*

Financial infrastructure limitations: *despite having a student dormitory with a capacity of 150 beds, the institution's budget allocations are not always sufficient to cover full technical equipment and capital repairs of specialized "psychological relief rooms" or sensory zones.*

Security factors and air raid alerts: *the regular need to relocate to shelters during air raid alerts disrupts group workshops, therapeutic sessions, and individual consultations, thereby reducing their overall methodological effectiveness.*

Psychological barriers (stigmatization): *a portion of the learners, particularly adolescents from rural areas of the Skyvra community, still hold prejudices regarding working with a psychologist, viewing it as a "sign of weakness." Consequently, a substantial amount of time is required to build baseline trust.*

Secondary traumatization of educators: *master vocational instructors and teachers operate under daily stress. While continuously supporting learners to reduce their stress and anxiety levels, they are prone to emotional burnout themselves. These educators require additional external supervision, which is difficult to arrange at the local community level.*

Lessons learned

Master vocational instructors as the core support link: *The key lesson learned is that a practical psychologist cannot cover all learners single-handedly. Master instructors and teachers spend the most time with adolescents (in auto workshops, culinary laboratories, or in the fields). Therefore, training them in basic psychological aid skills (such as grounding techniques during air raid alerts) is critical to the sustainability and viability of the entire support system.*

A safe space must be mobile: *Since air raid alerts frequently disrupt classes, the psychological relief room should not be tied to a single office. The school recognized the urgent need to equip "mobile psychosocial support kits" and establish psychological comfort corners*

directly inside the institution's shelter, ensuring that learning and support continue uninterrupted during periods of danger.

Overcoming stigma through practical activities: *Adolescents (especially young men in technical specialties, such as auto mechanics, tractor drivers, and welders) are reluctant to attend classic "talks with a psychologist." Lessons learned have shown that engaging them in psychosocial support is much more effective through shared activities: team sports games, volunteer culinary events for the community, or art therapy in the format of creating metal and wooden art objects inside the workshops.*

The importance of systemic work with parents: *The impact of psychological support provided to learners within the school quickly diminishes if the child returns to a destructive or stressful atmosphere at home. The institution has learned that working with parents (especially within IDP or military families) must not be episodic but rather a systemic component of the overall practice.*

The need for external supervision for the team: *While helping others, the institution's core team (the psychologist, social pedagogue, and teachers) experiences severe emotional burnout themselves. The primary conclusion is that the school's internal resources are insufficient for the recovery of educators; it is critically necessary for the institution to engage external experts (such as from international humanitarian missions) to provide professional supervision for the staff.*

Replicability and/or up-scaling

Universal integration into VET: *The model is easily transferable to any other vocational education and training institution, as it does not require a radical restructuring of curricula. It is based on the implementation of brief, 5-minute psychological relief breaks (grounding techniques, breathing exercises) directly at the beginning of theoretical classes or master vocational training sessions.*

Flexibility regarding material resources: *The practice is highly scalable and flexible, allowing for gradual deployment depending on the institution's budget. The baseline level (mobile resilience kits and training master instructors in psychological first aid methods) requires zero financial expenditure. The advanced level (equipping a permanent sensory room or a Resilience Hub) can be scaled up by securing grant funding or through the support of local businesses.*

Dissemination of experience at the regional level: *The State Educational Institution "Skyvra Higher Vocational School" can scale this practice by serving as a regional training platform (mentor) for other VET institutions within the Kyiv Oblast. The school's master instructors and psychologist can conduct workshops and share their own methodological guidelines, which were developed jointly with local partners.*

Transformation into an inclusive community hub: *The model can be scaled beyond the scope of the student body. It can be transformed into*

an open support program for the Skvyra city community, providing services in psychosocial adaptation, art therapy, and rapid retraining (micro-credentials) for veterans, their family members, and Internally Displaced Persons (IDPs).

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URL of the practice

<https://vpu.in.ua>
<https://www.facebook.com/skvira.vpu.9/>

Related resources that have been developed

Official website of the educational institution: *State Educational Institution "Skvyra Higher Vocational School" — the institution's main webpage, where news about school life, career guidance events, inclusion initiatives, and social projects are regularly published.*

Legal and regulatory framework for inclusive education: *The "Inclusive Education" section on the official website of the Ministry of Education and Science of Ukraine — state standards, guidelines, and regulations regarding the organization of inclusive learning and psychosocial support in Ukrainian educational institutions.*

National mental health program: *The All-Ukrainian Mental Health Program "How Are You?" (Ty Yak?) — the baseline platform whose methodological materials, self-regulation techniques, and psychological self-help kits are fully integrated into the daily practice of the State Educational Institution "Skvyra Higher Vocational School".*

Materials on the organization of dual education and partnerships: *Regulations on the dual form of professional education — the legal framework for engaging local stakeholders and employers of the Skvyra region in creating a safe production and training environment.*

Regional community information resources: *Official website of the Skvyra City Council — used for monitoring joint social programs, as well as decisions on supporting IDPs and veterans within the Skvyra territorial hromada.*
