



USAID
FROM THE AMERICAN PEOPLE

LOGO

**PARTICIPANT
TRAINING
PROGRAM**

VISITOR EXCHANGE REQUEST FORM FOR USAID/UKRAINE

A.	General Information
A.1	Program Theme: Pro Bono Lawyering
	<p>City/Region (<i>oblast</i>) of Participants:</p> <p>Kyiv and Lutsk</p> <p>Brief justification for selection of this location(s) to benefit from the program:</p> <p>Kyiv was identified as the main recruitment region for this training given the experience of legal practitioners and their abilities to influence others in the rest of the country. Professionals include representatives from NGOs, government and the private sector who specialize in USAID/Ukraine priority areas such as property, employment and medical laws.</p> <p>Kyiv is also the hub for national government institutions responsible for the ongoing reform of the legal aid system and the design of regulations and guidance for the regional justice departments and public legal aid centers.</p> <p>A great number of organizations practicing public interest litigation are based in Kyiv. The Ukrainian Bar Association that unites more than 2000 lawyers from across Ukraine and serves as a driving force to promote pro bono practice institutionalization is also based in Kyiv. The organization Bila Tserkva in Kyiv Oblast has been chosen by the Ministry of Justice as one of the three pilot centers for implementing the Law on Free Legal Aid. Established in 2007 as part of International Renaissance Foundation's and UNDP's Legal Empowerment of the Poor Initiative in Ukraine, these centers have become models for successful public-private partnership, rendering more than 300 legal consultations per month to the socially and economically disadvantaged individuals.</p> <p>Lutsk has a number of strong legal aid organizations based in the Oblast, including one of the two EU-compliant migrant accommodation centers.</p> <p>Lutsk is one of the regions where pro bono lawyering practice is just being developed, therefore it is timely for Lutsk legal professionals and NGO representatives to be exposed to the experience of Western Europe and achievements accomplished in the area of pro bono lawyering.</p> <p>Forming a mixed group of participants from Kyiv and Lutsk helps overlap central and regional organizations and institutions involved in legal aid reform and pro bono work integration into the bar system. Encouraging communication and coordination of efforts between the central and regional organizations will have a multiplier effect and will benefit the entire country.</p> <p>In addition, Kyiv and Lutsk provinces were highlighted for this training as two out of three-tiered specialized advocacy network, which connects law school clinics, advocacy NGOs and private attorneys to provide public consultations and legal representation and engaged in the USAID-funded Access to Justice and Legal Empowerment Project (LEP) are represented there.</p>

	Intervention type (US = “Community Connections,” three weeks with home stays; 3 rd country = one week):	US:		3rdcountry: X
	Requested Country (if 3 rd country): Czech Republic			
A.2	USAID Contact			
	USAID Officer			
	Position			
	Office			
	Telephone Number			
	Fax Number			
	E-mail Address			
A.4	World Learning Partner Organization Contact			
	Name			
	Organization			
	Address			
	Tel.			
	Fax			
	E-mail			
A.5	Suggested Program Dates (preferred month/year):			
A.6	Number of Visitors: 10			
B.	Intended Group Results			
B.1	Background Information(Key issues/challenges and their general context in Ukraine)			
<p>In a democratic society, lawyers bear the responsibility for promoting justice by protecting the rights of individuals. If poor people have difficulties in finding appropriate remedies and if access to justice remains a privilege of the few, this undermines the legitimacy of the democratic system. Therefore, it is of vital importance to ensure equal access to the legal system, particularly for those who are otherwise unable to afford it, by connecting legal skills with need. NGOs can play an important role linking citizens in need of legal assistance and law firms willing to provide pro bono legal services.</p> <p>Twenty one years after Ukraine’s independence, the resources available for legal assistance remain distressingly inadequate to meet the growing need. The state-subsidized legal aid system that was introduced by the Law on Free Legal Aid adopted in June 2011 is expected to be fully functioning only in 2013. It is severely underfunded and primarily focused on the provision of free legal assistance to persons under criminal investigation or those already in custody. The national legal culture lacks a commitment to pro bono practices, and there is no central bar association that could take on the responsibility of ensuring quality legal assistance. Given excessive legal fees, many citizens – particularly low-income individuals – do not have access to legal services to enforce their legal rights, since they cannot afford to pay for legal services.</p> <p>The Union of Attorneys estimated that approximately 11 million citizens sought legal advice from their members in 2011. Of 35,000 certified attorneys, only 40% continue to practice law uninterrupted. In 2011, all government agencies provided free legal advice in 730,000 cases (8% of what is needed). According to a recently adopted GOU regulation, if a citizen loses a case against a government agency, this person is liable for attorney fees. This may serve as incentive</p>				

for citizens, particularly low-income individuals, to rely on legal services by NGOs instead of government-paid attorneys.

A survey on availability and accessibility of legal services in Ukraine carried out by the Kharkiv Institute for Social Studies in 2010 revealed several very important facts including the following:

- 77% of residents are not aware of free legal aid opportunities and where to get legal information
- 52% cannot afford to pay for timely legal assistance
- 43% believe that the most effective way of solving legal problems is through bribes and personal connections
- 83% are skeptical about seeking justice through courts because they believe that the courts favor wealthy people
- Only 11% believe in the effectiveness of solving legal problems through government agencies

By introducing the concepts of pro bono lawyering and public interest law to the group of professionals involved in providing free legal services to poor and vulnerable people the program will make an important contribution to the ongoing national reform of the legal aid system and the forthcoming reform of the advokatura (the Ukrainian Bar).

B.2 Overall Professional Program Goals and Objectives

How does this program link with other current or planned USG activities?

This training program is directly linked to the USAID/Ukraine programs in the area of rule of law and access to justice. *USAID's Access to Justice and Legal Empowerment Project (LEP)* is targeted to facilitate the creation of a nationwide coalition of legal aid providers. Specifically, the project's network of attorneys works in NGOs, student legal clinics and private practices to provide assistance on a pro bono basis. Proposed training will contribute to achieving goals of the LEP project. Under the LEP project, three professional legal coalitions were created and two of them are represented in both provinces selected for recruiting training participants.

How does this program support the USAID/Ukraine Country Development Cooperation Strategy and which IRs does it support?

The 2012-2016 Ukraine Country Development Cooperation Strategy emphasized that "USAID targets health, property and employment rights and bring together NGOs, private law firms, law schools and students to support access to primary legal aid and grow pro bono culture in Ukraine." The training participants will learn from East European experience of introducing, developing and institutionalizing pro bono practices that will allow them to further promote and support evolving of pro bono culture in Ukraine. Specifically, the program will present key stakeholders in the host country that are instrumental in providing pro bono legal aid such as NGOs, legal clinics, law firms, clearing houses, and law schools, and expose participants to major efforts and campaigns taken and carried out to promote pro bono culture in Eastern Europe, as well as assist to them to identify particular tools, approaches and mechanisms that may be implemented in Ukraine.

The program will contribute to the IR 1.3 Government of Ukraine is more Accountable to its Citizens and Adherent to the Rule of Law, Sub-IR 1.3.1 Citizens Awareness of Rights Improved and Sub-IR 1.3.2 Increased Access to Mechanisms for the Redress of Grievances.

Professional goal(s)(action-oriented, high-level: e.g., *Raise awareness about HIV/AIDS in Ukraine*):

The purpose of the program is to introduce the idea of a pro bono clearinghouse and the concept of public interest lawyering to the group of the most active legal practitioners from Ukraine, as well as to strengthen the capacity of legal service NGOs and student legal clinics to provide

quality legal services to those in need, and to link the latter with law firms willing to integrate pro bono into their practice, philosophy, and culture.

Specific objective(s) (targeted, realistic):

By the end of the program, EVs will be able to describe the following (or answer the following questions) about the host country:

1. How concepts of legal aid and pro bono are interrelated?
2. How does pro bono lawyering in host country help to protect human rights of the following groups – children, LGBT, people living with disabilities, vulnerable groups, minorities, asylum seekers and refugees?
3. What is the role of the Bar in promoting pro bono and social responsibility?
4. How to engage law schools and corporate legal departments in delivery of pro bono legal services?
5. What does a pro bone clearinghouse look like and what is the process of setting one up?
6. What are the ways of developing and institutionalizing pro bono programs to engage Ukraine-owned and foreign law firms with presence in Ukraine?
7. How do law firms and NGOs work together?
8. What are the ways of developing issue-specific pro bono strategies?
9. What are the standards for quality legal aid and what are the innovative strategies to improve citizen awareness of rights and increase access of justice to the poor?
10. How is pro-bono work implemented in the courtroom?
11. What is the role of impact litigation in promoting changes?
12. How does public interest lawyering complement pro bono legal assistance?
13. What is the role of pro bono awards in promoting culture of pro bono legal aid?
14. How can pro bono and micro financing improve access to justice for low-income clients?

How will this program inspire and prepare participants to implement changes in their home country?

Direct project beneficiaries will gain skills and knowledge to:

- Promote a culture that encourages and values pro bono work and its integration into the bar system
- Set up pro bono clearinghouses and specialized portals with rights awareness information
- Inspire lawyers to advance public interest
- Help build an environment for accessible justice for all and for full enjoyment of civil and human rights provided under Ukraine's Constitution and specialized legislation
- Strengthen the capacity of participants and their colleagues to effectively represent the interests of citizens
- Develop partnerships to expand and enhance the impact of pro bono efforts
- Engage in building a sustainable network of legal advocacy organizations that address citizen demand for legal services in specific areas of law

The proposed training program will help bridge the gap between NGOs and law firms. It will highlight the empowerment of people, organizations and institutions as the most sustainable way of increasing access to justice. A third-country opportunity provides a platform for key actors in the rule of law sector from Ukraine to network, establish viable contacts, and share best practices and positive experiences related to pro bono lawyering with their counterparts in Central Europe with somewhat similar experience of post-totalitarian transition to democracy.

Expected program outcomes:

- By 3 months after training, participants will share information about best practices with colleagues and their professional community (through training, publications, social media). It is expected that participants will inspire discussion in their communities and organizations about issues of interaction between education and labor market, the relevance of European models and experiences that they studied during their program.
- By 6 months after training participants will implement their Action Plans.

Others:

B.3 Program Components

Why is the requested country preferred for this program?

The Czech Republic was selected as the best choice in East Europe to conduct pro bono training for Ukrainian legal aid practitioners. The Czech Republic is a stable middle player: on one hand, in this country pro bono culture and practices have advanced significantly to achieve the level that is sufficient to be a benchmark for Ukraine, on the other hand, the country still faces challenges that impede development of pro bono culture to the level that is average in the EU. The Czech background, experience, approaches, challenges and lessons learned could serve as a road map for Ukraine in its path to grow pro bono culture and boost pro bono practices throughout the country.

The Czech Republic has developed the system of key stakeholders actively engaged in pro bono legal aid promotion and provision including:

- *Pro Bono Alliance*, organization with a mission to develop pro bono activities and establish pro bono programs in law firms
- *Pro Bono Centrum*, project of Pro Bono Alliance created to support the development of pro bono legal services
- *Network of human rights NGOs* – Organization for Aid to Refugees, Counseling Center for Refugees, Society of Citizens Assisting Migrants, Open Society Fund, League of Human Rights
- *Legal clinics* - Elsa First Legal Aid (Faculty of Law, Charles University in Prague), Refugee Legal Clinic (Faculty of Law, Charles University in Prague), Refugee Law Clinic (Faculty of Law, Palackeho University in Olomoue), Refugee Clinic – Faculty of Law, Masaryk University Brno
- *Law Firms* – local and international, providing pro bono services to those in need (Allen&Overy, Holubova Law Firm)
- *Czech Bar Association* – actively disseminate information and cases of pro bono practices in the country
- *Lawyers and law firms pro bono awards nominees* that received award and are promoting pro bono culture

Meeting with key Czech stakeholders will allow Ukrainian colleagues to better understand the main obstacles for promotion of pro bono culture, how to address them and the next critical steps to boost implementation of pro bono lawyering in Ukraine.

Suggested general or specific site-visits(types of organizations and sites, as bullets):

- Legal advocacy organizations
- Pro Bono Alliance and Pro Bono Center
- Law schools legal aid clinics and centers
- Law firms/corporate legal departments with pro bono activities or a demonstrated interest in providing pro bono services
- Bar association
- Ministry of Justice

- Clearinghouse
- NGO legal aid centers
- Human rights NGOs
- Winners of the pro bono legal service awards

Suggested topics(bullets):

- Pro bono and human rights including LGBT, disability rights, human trafficking, protection of minorities, asylum and refugee matters, children’s issues
- Legal aid and pro bono, with a special focus on pro bono complementing properly funded legal aid systems
- Role of the Bar in promoting pro bono and social responsibility
- Engaging law schools in the delivery of pro bono legal services
- Public interest lawyering
- Setting up a pro bono clearinghouse
- Impact litigation, pro bono by corporate legal departments
- Developing and institutionalizing pro bono programs within Ukraine-owned and foreign law firms with affiliates in Ukraine
- Pro bono awards
- Law firms and NGOs working together
- Pro bono and micro-financing for low-income clients
- Developing issue-specific pro bono strategies
- Standards for quality legal aid
- Innovative strategies to improve citizen awareness of rights and increase access of justice to the poor
- Pro-bono work in the courtroom

Required Components:

Action Planning is a required component of all PTP training that helps participants synthesize what they are learning and develop plans to put their new information and insights into action. Three facilitated action planning sessions are required and participants must complete training with a written action plan, intended for implementation that the program organizers will collect before the group departs.

Others:

B.4 Overall Cultural Program Goals and Objectives (more emphasized for US programs)

Any specific cultural objectives for this program?(specific requirements, volunteer activities, etc.)

Given the short duration of the program (one week) there are no specific cultural objectives predetermined for the program.

How will exposure to US (or third country) culture benefit this group?

In general, training in a European country will expose Ukrainian participants to European culture, mentality and lifestyle, as well as encourage them to feel like being part of Europe. Ukrainian participants will benefit through removing cultural and professional barriers between group members, thinking and interacting as a team. On their return to Ukraine, new knowledge together with team spirit helps to facilitate their interaction and intention to initiate changes within their organizations to contribute to pro bono lawyering.

C.1 Summary of Desired Group Profile

Description of group profile – types of organizations, communities, etc:

The program should target qualified representatives of the following groups:

- Legal advocacy organizations
- Law school legal aid clinics
- Law firms/corporate legal departments with pro bono activities or a demonstrated interest in providing pro bono services
- Bar associations
- Ministry of Justice and its specialized institutions, including the Coordination Center for Legal Aid and regional legal aid offices

The applicants should be asked to prepare a maximum two-page action plan outlining their recommendations for developing and institutionalizing a pro bono program in Ukraine.

Additional selection criteria could be:

- Legal aid service providers with demonstrated and successful experience in the provision of quality legal services
- Proven experience in the provision of pro bono legal assistance to socially and economically disadvantaged individuals
- Experience in public interest litigation (including but not limited to LGBT rights, disability rights, discrimination cases, human trafficking, women's and children's issues)
- Preferred specialization in one or more of the three highlighted legal areas: healthcare, property rights (also including land issues), and employment
- Commitment to engage in and/or contribute to the ongoing USAID programs focused on improving access to justice and quality of legal services, for example, USAID/Ukraine Access to Justice and Legal Empowerment Project
- No age limit given that an applicant will remain active in legal service provision for at least another five years

C.2 Visitor Profile

All selected candidates will be capable of working in a team environment. All candidates will have a minimum of three years experience and a willingness to remain within their field for 5 years following their trip to the host country.

C.3 Recruitment

Participant recruitment: Brief description of open, competitive approach tailored to this program:

Open recruitment in target areas in addition to targeting individuals within and related to the target areas and themes. Candidates to be identified through interviews involving USAID and PtP program representatives as well as experts and potentially representatives of relevant industry association or other key partner in this field.



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PROGRAM**

VISITOR EXCHANGE REQUEST FORM FOR USAID/UKRAINE

A. General Information				
A.1 Program Theme: Improving public satisfaction with court services through the professional development of court staff in partnership with judicial institutions, associations and universities				
City/Region (oblast) of Participants: Kharkiv and Odessa oblasts				
Brief justification for selection of this location(s) to benefit from the program: Kharkiv is the second-largest city in Ukraine with a population of approximately 1.5 million people. The city was founded in 1654 and rapidly became a major centre of Ukrainian culture in the Russian Empire. It was the first city in Ukraine where the Ukrainian Soviet Socialist Republic was proclaimed in 1917 and the Soviet government was formed. Soon after the administrative capital was moved to Kharkiv and only in 1934 returned back to Kyiv. Judiciary in Kharkiv oblast is represented by trial and appeal courts of all jurisdictions. Kharkiv Circuit Administrative Court partnered with <i>Fair, Accountable, Independent and Responsible</i> (FAIR) project in designing and implementing the certified educational course on <i>Court Administration</i> with several Kharkiv Universities: National University Academy of Law named after Yaroslav Mudryy” and Kharkiv National University named after Vasyl Karazin. The members of Ukrainian Association for Court Advancement (UACA) in Kharkiv oblast are very active. There already were several pilot USAID projects on judiciary system improvement implemented in the oblast, including court automation and citizen satisfaction surveys of court users. The PtP program will enhance and stimulate all FAIR’s activities in Kharkiv and will contribute to their effectiveness and sustainability. In addition, Odessa is one of Ukraine’s major trade and commercial center with a population of over 1 million people. The city is located on the bank of the Black Sea and due to its location is Ukraine’s major port as well as a hub for passenger and cargo flows. Odessa was founded on September 2, 1794 under the aegis of Russian Empress Catherine II. Since then, Odessa continues to remain one of the cultural, historical and economic centers of Ukraine. Judiciary in Odessa oblast is represented by trial and appeal courts of all jurisdictions. Together with a number of courts and the Odessa Territorial Department of the State Judicial Administration of Ukraine theFAIR project implements several innovative initiatives in the field of court staff training and court performance evaluation. FAIR also cooperates with Odessa National Law Academy and the local branch of the National School of Judges. The members of UACA in Odessa oblast are also very active. There already were several pilot USAID projects to improve the operation of courts in the oblast. FAIR currently plans to expand its scope of activities related to training judges and court staff, court performance evaluation and court automation. The PtP program will enhance and stimulate all FAIR’s activities in Odessa and will contribute to their effectiveness and sustainability as well.				
Intervention type (US = “Community Connections,” three weeks with home stays; 3 rd country = one week):		US:	3rdcountry:	X
Requested Country (if 3 rd country): Poland				
A.2 USAID Contact				
USAID Officer				
Position				
Office				
Telephone Number				
Fax Number				

E-mail Address	
A.4	World Learning Partner Organization Contact
Name	
Organization	
Address	
Tel.	
Fax	
E-mail	
A.5	Suggested Program Dates (preferred month/year):
A.6	Number of Visitors: 10
B.	Intended Group Results
B.1	Background Information(Key issues/challenges and their general context in Ukraine)
<p>The rule of law is a critical prerequisite to effective democratic governance in Ukraine. The judiciary and legal community play the main role in protecting rights and freedoms, ensuring fair resolution of disputes and safeguarding the rule of law. However, the justice sector in Ukraine is currently facing a number of challenges to judicial independence, impartiality, accountability and effectiveness. These challenges include a weak legal framework that is not in compliance with international and European standards, low level of public trust and confidence in the judiciary, weak organizational structure of the courts and judicial institutions combined with low capacity and limited opportunities for professional development for court staff.</p> <p>Outdated, Soviet-era practices of judicial administration contribute to poor human resource policies and management in courts, a lack of strategic thinking and planning and performance evaluation, and inefficient budgeting, managing and distribution of funds and resources. Ukraine has more than 10,000 judges working together with more than 35,000 court staff. Meanwhile, Ukraine does not yet consider court administrators (chiefs of staff) as representatives of an independent profession that requires special skills, knowledge and abilities. In a democratic society, courts are oriented towards the communities that they serve, e.g., providing services to citizens. This is the key role played by court administrators in ensuring the operation of courts as a public service institution.</p> <p>The Law on Judiciary and Status of Judges of 2010 partially addressed issues related to the roles and responsibilities of court administrators – it clearly identifies court administrators as managers in the justice system. But there is still a long way to go – court administrators need comprehensive training and experience exchange with their counterparts from those countries where justice systems operate in full compliance with international and European standards.</p> <p>Since 2006, the U.S. Government through its projects actively supports the judicial reform in Ukraine which includes promotion of the development of courts as public service institutions. Now, Ukrainian judicial institutions, such as the Council of Judges of Ukraine (COJ) and the State Judicial Administration of Ukraine (SJA), inter alia, use the term “court services” in their day-to-day communication and official policies and regulations. Many courts started developing the capacity to provide timely and effective services. Simultaneously, there is an increasing need to further develop the knowledge, skills and abilities of Ukrainian court staff.</p> <p>Given this demand, the State Judicial Administration of Ukraine, the National School of Judges of Ukraine, and the Ukrainian Association for Court Advancement (UACA) initiated the development and implementation of the national Court Administrator Training and Certification (CATC) Program. This initiative brought together more than 40 court staff, representatives of universities and civil society organizations. The State Judicial Administration of Ukraine, the National School of Judges of Ukraine and the USAID/Ukraine FAIR Justice Project supported this initiative.</p> <p>Learning best practices, experience, methods, know-how and lessons in the area of court administration, education and institutions that conduct training will significantly contribute to continued successful</p>	

implementation of the CATC program in Ukraine and support sustainability and implementation at the national level.

B.2 Overall Professional Program Goals and Objectives

How does this program link with other current or planned USG activities?

This training program is directly linked to the USAID/Ukraine-funded *Fair, Accountable, Independent and Responsible (FAIR) Justice Project*, which supports the development and implementation of key judicial reform legislation and improves judicial policies and procedures that promote a more effective, accountable and transparent judiciary.

How does this program support the USAID/Ukraine Country Development Cooperation Strategy and which IRs does it support?

This training program supports USAID/Ukraine Country Strategy targeted to assist the Government of Ukraine in its reform of the legal framework, improve judicial independence and increase the capacity of courts to impartially enforce the law through enhancing the quality of services provided by court staff.

The proposed theme links primarily to the USAID FAIR Justice Project under the Program Area 2.1 Rule of Law and Human Rights and the Program Elements 2.1.2 Judicial Independence and 2.1.3. Justice System. This theme will also contribute to achieve objectives of other USG activities related to Rule of Law and Human Rights including the USAID Access to Justice and Legal Empowerment (LEP) in Ukraine project and US Department of Justice/OPDAT Program. This program contributes to the US Government Foreign Assistance Framework (FAF) Objective of "Governing justly and democratically".

Professional goal(s)(action-oriented, high-level: e.g., *Raise awareness about HIV/AIDS in Ukraine*):

The proposed training program goal is to strengthen professional development of court staff in Ukraine through exposing representatives of Ukrainian judicial community to court administrator training programs developed under auspices of the National School of Judiciary and Public Prosecution in Poland and the Polish University College in Warsaw. Specifically, modern models, best practices, lessons learned and implementation aspects will be studied in the field of court administration training to further improve the quality and public satisfaction with court services in Ukraine. In addition, this program will establish partner relationships between Ukrainian judicial institutions, associations and universities and the Polish judicial community.

Specific objective(s) (targeted, realistic):

By the end of the program, EVs will be able to describe the following (or answer the following questions) about the host country:

1. What are the best practices, experiences, methods and know-how in the area of court administrator training in Poland?
2. What are the lessons learned in designing, implementing and evaluating court administrator training programs in Poland? Similarly, what challenges has Poland experienced along its path and how has it overcome (or not overcome) these challenges?
3. How to include distance-learning component into the curricula for court administrator training and certification program?
4. What are potential forms for developing long-term collaboration and experience exchange between Ukrainian implementers of CATC program, the National School of Judiciary and Public Prosecution in Poland and the Polish University College in Warsaw?
5. How might it be possible to harmonize the Ukrainian legal framework with international and European standards?
6. Based on Polish experience, what are the major tools to increase public satisfaction with the services provided by the court administration system?

How will this program inspire and prepare participants to implement changes in their home country?

Participants of this program will learn about designing, implementing, administering and evaluating court administrator training programs as well as expand on current skills and knowledge in strategic planning, court administration, human resource management, court performance evaluation, budgeting, and training for adults. In addition, this program will help participants to immediately apply new knowledge and skills in practice when participating in the follow-on CATC Program as trainers, facilitators, curricula and policy developers. The overall expected impact of this program is through strengthening sustainability of the CATC Program to contribute to potential implementation of the similar program at the national level in Ukraine.

Expected program outcomes:

- By 3 months after training, participants will share information about best practices with colleagues and their professional community (through training, publications, social media). It is expected that participants will inspire discussion in their communities and organizations about issues of improving public satisfaction with court services, the relevance of Polish models and experiences that they studied during their program.
- By 6 months after training participants will implement their Action Plans.

Others:

B.3 Program Components

Why is the requested country preferred for this program?

The adoption of new democratic institutions in Eastern Europe has been seriously constrained by norms, attitudes, customs, mentality and structural conditions inherited from their Soviet past. In this regard, Poland and Ukraine faced the same set of problems, specifically, both judicial systems lacked transparency, independence, accessibility, efficiency and professionalism. Therefore, the Polish experience of reforming its judicial system, with a special emphasis on challenges and lessons learned, is extremely relevant for Ukraine to improve effectiveness of its court system.

Poland was one of the first among Eastern European countries to start reorganization of its court system. After adoption the new Constitution in 1997 the Polish Parliament has been persistently introducing gradual judicial reform. The major steps were undertaken in 2004 when new laws pertaining to the administrative judicial system came into force requiring transition from a single instance to a second instance court system in which each case may be heard twice by independent courts.

Other fundamental changes that were initiated include reorganization of the court system to improve court management and administration, i.e., enhance professionalism, increase compensation, optimize workload between judges and court support staff, implement IT technologies, rationalize and streamline court procedures.

The National School of Judiciary and Public Prosecution (Poland) was created 2009 and it is the only central institution responsible for initial and continuous training of the judiciary and prosecution staff in Poland. After four years of its creation, the National School gained an outstanding professional reputation and developed close working relations with a wide range of European counterparts.

This entity is one of the very first in Eastern Europe that designs, implements, and evaluates court administrator training programs. In addition, participants will be able to share lessons learned in Poland's transition to meeting European standards for the judiciary.

The Polish University College in Warsaw offers a unique training course specifically designed for court administrators, as well as a master's degree program in this area. By learning more about the curriculum and types of trainings offered, the participants will gain new knowledge and skills which they could apply when designing, administering and implementing similar programs in Ukraine.

This activity will promote long-term collaboration between Ukrainian and Polish court administration programs to share experience, techniques, methods, curricula, know-how and, potentially, identify ways to share resources in order to support the sustainability of the Ukrainian program.

Suggested general or specific site-visits (types of organizations and sites, as bullets):

National School of Judiciary and Public Prosecution in Lublin, Poland, web-site is www.kssip.gov.pl.
The Polish University College in Warsaw, Poland web-site is <http://www.studia.uczelnie.pl>.

Other stakeholders in court administrator training may be considered for visits and meetings as appropriate, such as a courthouse, relevant citizens' groups, a regional training center, so that EVs may get a well-rounded picture of the impact and function of the Polish model.

Suggested topics (bullets):

- Strategic planning
- Court administration and case management
- Human resource management
- Court performance evaluation
- Budgeting
- IT management
- Public outreach

Required Components:

Action Planning is a required component of all PTP training that helps participants synthesize what they are learning and develop plans to put their new information and insights into action. Three facilitated action planning sessions are required and participants must complete training with a written action plan, intended for implementation that the program organizers will collect before the group departs.

Others:

B.4 Overall Cultural Program Goals and Objectives (more emphasized for US programs)

Any specific cultural objectives for this program?(specific requirements, volunteer activities, etc.)

Given the short duration of the program (one week) there are no specific cultural objectives predetermined for the program.

How will exposure to US (or third country) culture benefit this group?

In general, training in a European country that is a member of the European Union will expose Ukrainian participants to the culture, mentality and lifestyle of a former communist EU member state, as well as encourage them to feel like being part of Europe. Ukrainian participants will remove cultural and professional barriers between group members, thinking and interacting as a team. On their return to Ukraine, new knowledge together with team spirit helps to facilitate their interaction and intention to initiate changes within their organizations to contribute to reforming Ukrainian education system to effectively link it to the labor market.

C.1 Summary of Desired Group Profile

Description of group profile – types of organizations, communities, etc:

The ideal candidate for this program should:

- have at least 2 years experience in court administration and management or working on education or civil society initiatives related to improving the justice system;
- have willingness, motivation and capacity to partner with the State Judicial Administration of Ukraine, the National School of Judges of Ukraine and other leading institutions in Odessa and Kharkiv to develop, implement and promote professional development programs for court staff in Ukraine;
- have past experience in supporting and contributing to the design, implementation and evaluation of professional development programs for court staff in Ukraine;
- demonstrate her or his will and ability to share new knowledge and skills with her or his Ukrainian colleagues and counterparts after the completion of this program;
- describe how he or she will collaborate with other participants of this program and work with Ukrainian policymakers and judicial leaders on successful implementation of the pilot CATC program and further promote this program to become an on-going

process at the national level.

C.2 Visitor Profile

All selected candidates must be capable of working in a team environment. All candidates will have a minimum of three years experience and willingness to remain within their field for 5 years following their trip to the host country.

C.3 Recruitment

Participant recruitment: Brief description of open, competitive approach tailored to this program:

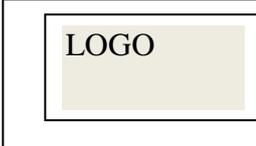
Open recruitment in target areas in addition to targeting individuals within and related to the target areas and themes. Candidates to be identified through interviews involving USAID and PtP program representatives as well as experts and potentially representatives of relevant industry association or other key partner in this field.

Recruitment is expected to include the following specific elements for this program:

1. Professional meetings such as those of State Judicial Administration of Ukraine, National School of Judges of Ukraine, Ukrainian Association for Court Advancement and other leading universities and institutions.
2. Ukrainian non-profit web-sites such as civic.org.ua (news about study tours, grants, training programs, internship, NGO's activity etc.); and <http://global.gurt.org.ua/> (GURT Resource Centre).
3. Professional resources and associations such as Student Unions and the Facebook groups for PtP, USAID, "I love Kharkiv" and others.
4. Sites with regional news such as cure.org.ua, infokharkov.com.ua and portal.kharkov.ua.
5. Other social media channels such as relevant LinkedIn and Twitter pages.
6. Professional and alumni listservs such as IREX and CC.
7. One or more press-conferences for local journalists, non-government, government and business representatives.



USAID
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**PARTICIPANT
TRAINING
PROGRAM**

VISITOR EXCHANGE REQUEST FORM FOR USAID/UKRAINE

A. General Information			
A.1 Program Theme: Interaction between education and labor market, progressive approaches and modern models			
<p>City/Region (oblast) of Participants: Kyiv/Kharkiv</p> <p>Brief justification for selection of this location(s) to benefit from the program: Kyiv is a center for power bodies, policy makers, headquarters of organizations involved in decision-making in education, leading universities of Ukraine, national employers' organizations, as well as major employers engaged in education reforms and ready to invest their human and material resource into this field.</p> <p>Kharkiv is a prominent academic and scientific center in Ukraine. It is the second biggest educational center, known as the city of students and youth. There are 38 higher educational institutions in Kharkiv, including state and private universities, academies and specialized institutes. About 300 thousands students study and live in Kharkiv including 12 thousand foreign students. In addition, Kharkiv is industrial city with many head officers, plants and workshops of many Ukrainian and international companies, some of the biggest employers in Ukraine.</p> <p>Support through PTP can make an important contribution to the relevance and effectiveness of education in these parts of Ukraine.</p>			
Intervention type (US = "Community Connections," three weeks with home stays; 3 rd country = one week):		US:	3rdcountry: <input checked="" type="checkbox"/>
Requested Country (if 3 rd country): The Netherlands			
A.2 USAID Contact			
USAID Officer			
Position			
Office			
Telephone Number			
Fax Number			
E-mail Address			
A.4 World Learning Partner Organization Contact			
Name			
Organization			
Address			
Tel.			
Fax			
E-mail			
A.5 Suggested Program Dates (preferred month/year): September 2013			
A.6 Number of Visitors: 10			

B. Intended Group Results

B.1 Background Information(Key issues/challenges and their general context in Ukraine)

Human resource development and training of qualified personnel are critical to sustain growth of the Ukrainian economy and its integration into global economy. Establishing effective and efficient interaction between education and the labor market is one of the key factors to accomplish this goal. The Ukrainian system of professional education is inefficient. It is inconsistent, and there is no, coordinated approach for developing and implementing a coherent human capital strategy that embraces key stakeholders – education, business and government.

Instead of supplying an advanced workforce to meet the expectations and demands of the industries and business, the Ukrainian education sector produces graduates lacking specific skills and competences, or skills and competences that are not in demand on the labor market. As a result, graduates join the unemployed population and directly or indirectly contribute to the growth of marginalized groups and increased social tension. With concrete interactions and direct engagement of major stakeholders, the gap between higher education and the labor market (a gap that is leading to increased high unemployment figures) -- could be bridged.

There is a great need for forecasting the labor market requirements for workers and specialists with higher education and for comprehensive employment monitoring of graduates of vocational schools and higher education institutions. Production of specialists that are not needed on the labor market undermines the image of professional education as a guarantee of employment and successful professional fulfillment. An obvious disadvantage is its inability to provide human resources that are fully functional to the economic development. A derivative of this problem is also a brain drain (potential students, students, young professionals) abroad.

A well-performing higher education system is a crucial for producing high quality labor force and thus strengthening economic development and social well-being of any country. To integrate Ukraine in the world economy it is essential to significantly improve human resources development with a special focus on training of qualified personnel.

The description above is not an exhaustive list of problems related to the interaction between the educational system and the labor market. All the components of the interaction between the education and the labor market in Ukraine (legislative, organizational, managerial, structural, financial, program target etc.) need to be improved. To a great extent the above problems arise because of lack of proper partnership between educational institutions, business and the government: no comprehensive approach, no developed models or interaction mechanisms.

A study of relevant international experience in the field with an emphasis on the interaction between the education and the labor market will make a serious contribution in this regard. Ideas implemented based on international best practices will contribute to developing an efficient educational policy and an employment policy that will meet the real needs of the Ukrainian economy and the world standards.

By overcoming fragmentation and improving continuity of education, a more harmonized labor market and decreased unemployment will be achieved. Specifically, development and implementation of new models, introduction of collaboration mechanisms, and creation of intermediates or partnerships in various forms (councils, foundations, associations, working groups) can address these challenges and mitigate existing imbalance in supply and demand for particular occupations and skills.

B.2 Overall Professional Program Goals and Objectives

How does this program link with other current or planned USG activities?

How does this program support the USAID/Ukraine Country Development Cooperation Strategy and which IRs does it support?

IR2.1: Increased Investment Availability to the Emerging Middle Class.

Professional goal(s)(action-oriented, high-level:

The main goal of this program is to expose participants and help them gain experience regarding reforming higher education system, degree structures, curricula, and qualifications to assure that skills and competences acquired in the higher education are relevant to the needs of economy. Program is targeted

to explore this topic taking into consideration the progressive approaches implemented to improve accessibility and quality of jobs and consulting services provided by higher education and modern models enhance employment of graduates and skilled workers.

Specific objective(s) (targeted, realistic):

By the end of the program, EVs will be able to describe the following (or answer the following questions) about the host country:

1. What is the specific of the Dutch educational model in terms of linking education and labor market?
2. How Dutch universities cooperate with government and employers? What institutions exist to facilitate this collaboration?
3. What mechanisms are used to translate the need of current job market into curricula of the Dutch universities?
4. What is the role of educational institutions, employers and the government in development, attestation and recognition of professional skills and qualifications at all levels in the host country?
5. What are the mechanisms to develop training programs that meet needs and requirements of the labor market and are based on active participation and contribution of employers in the Netherlands?
6. What are the ways and forms of Dutch employers' participation in training programs development?
7. What is the role of employers to increase the employability of graduates in the Netherlands?
8. What is the cost and responsibility sharing for increasing investments in human resources between all stakeholders involved (government, education, business) in the host country?
9. What are roles and responsibilities of different stakeholders in aligning supply and demand?
10. What institutional tools are used for coordinating joint activities between education and employment, creation and development of various intermediaries and representative bodies (at the national, regional, local levels; at the levels of educational organizations) representing all stakeholders?

How will this program inspire and prepare participants to implement changes in their home country?

Familiarizing program participants with international experience in the field of regulation and facilitating interaction between the education and the labor market will inspire and prepare participants to:

- Develop recommendations to improve the regulatory framework
- Establish organizational and/or systemic structures at the national (regional) level that would ensure efficient coordination of stakeholders involved and effective interaction between education and labor market
- Develop proposals to improve the process and content of professional education
- Provide feedback from employers to educational institutions
- Ensure an independent assessment of the quality of training of specialists.

Expected program outcomes:

- By 3 months after training, participants will share information about best practices with colleagues and their professional community (through training, publications, social media). It is expected that participants will inspire discussion in their communities and organizations about issues of interaction between education and labor market, the relevance of Dutch models and experiences that they studied during their program.
- By 6 months after training participants will implement their Action Plans.

Others:

B.3 Program Components

Why is the requested country preferred for this program?

Dutch education has a worldwide reputation for its high quality, ability for reforming to meet rapidly changing market demand and strong compliance with European Union requirements established for education sector. Nowadays the country of tulips is re-shaping its branding strategy to display the education system as the new symbol of the Netherlands.

The Dutch university education system was ranked as the seventh best in the world according to the 2013 *Universities 21 Ranking of Higher Education Systems*. This ranking specifically focuses on resources, environment, connectivity and output.

Given that the main output of the education sector is skilled graduates able to enter labor market successfully, the Dutch education sector is one of the best performers compared to other European countries (France, UK, Germany). The unemployment rate among highly educated young people is 2%, which is among the lowest in Europe.

Being one of the most advanced education systems, the Dutch system is equitably distributed. All 13 universities are featured in the Times Higher Education World University 2012-2013 ranking, while 12 are among top 200. Moreover, Dutch system is one of the most efficient in EU, based on the overall funding level per student, specifically, it is lower compared to the UK and Germany.

Suggested general or specific site-visits (types of organizations and sites, as bullets):

Types of organizations proposed for site visits/meetings include government (state and regional), educational organizations (universities), business sector organizations, associations and intermediates (foundations, councils, regional centers).

As many of the following should be incorporated into the program:

- *Ministry Education, Culture and Science (OCW)*
- *Ministry of Social Affairs and Employment*
- *The Association of Universities in the Netherlands*
- *Erasmus University of Rotterdam*
- *Centers of Expertise*, representing over 40 branches of industry (for example, Kenteq – metal, electrical and mechanical technology; Aequor – agriculture and horticulture; ECABO – economic / administrative, ICT and security)
- *The foundation for Cooperation between Vocational Education, Training and the Labor Market (SBB)*, former COLOS
- *HBO Council* that is central body representing higher professional institutes
- *The Netherlands Association of VET Colleges* that represents all government-funded colleges for secondary vocational education and training and adult education in the Netherlands.
- *Federation of Trade Unions for Education*
- *The Confederation of Netherlands Industry and Employers*

Suggested topics (bullets):

- Specifics of the Dutch educational model: linking education and labor market
- Ways of cooperation between Dutch universities, government and employers
- Role of different institutions in bridging gap between high education and labor market
- Mechanisms to translate the need of current job market into curricula of the Dutch universities
- Forecasting labor market needs and requirements for university graduates and skilled workers
- Systems to monitor employment status and dynamics of vocational school and university graduates
- Development and implementation of the new models to introduce collaboration mechanisms and creation of intermediates or partnerships in various forms (councils, foundations, associations, working groups).

Required Components:

Action Planning is a required component of all PTP training that helps participants synthesize what they are learning and develop plans to put their new information and insights into action. Three facilitated action planning sessions are required and participants must complete training with a written action plan, intended for implementation that the program organizers will collect before the group departs.

Others:

B.4 Overall Cultural Program Goals and Objectives (more emphasized for US programs)

Any specific cultural objectives for this program? (specific requirements, volunteer activities, etc.)

Given the short duration of the program (one week) there are no specific cultural objectives predetermined for the program.

How will exposure to US (or third country) culture benefit this group?

In general, training in European country will expose Ukrainian participants to European culture, mentality and lifestyle, as well as encourage them to feel like being part of Europe. Ukrainian participants will benefit through removing cultural and professional barriers between group members, thinking and interacting as a team. On their return to Ukraine, new knowledge together with team spirit helps to facilitate their interaction and intention to initiate changes within their organizations to contribute to reforming Ukrainian education system to effectively link it to the labor market.

C.1 Summary of Desired Group Profile

Description of group profile – types of organizations, communities, etc:

The target audience of the program:

- Representatives of the Ministry of Education and Science of Ukraine (higher education department)
- Representatives of regional authorities (department of education)
- Representatives of National Academy of Pedagogical Science of Ukraine (Institute of higher education)
- Representatives of higher education institution (vice-principals of universities)
- Representatives of employers' organizations (responsible for interaction with higher education institutions)

Additional selection criteria:

- Participants should have relevant work experience in the field of higher education (no less than 3-5 years); and/or
- Participants should take part in the development and implementation of programs of cooperation between higher education and the labor market; occupy managerial positions and take part in decision making

C.2 Visitor Profile

All selected candidates will be capable of working in a team environment. All candidates will have a minimum of three years experience and a willingness to remain within their field for 5 years following their trip to the host country.

C.3 Recruitment

Participant recruitment: Brief description of open, competitive approach tailored to this program:

Open recruitment in target areas in addition to targeting individuals within and related to the target areas and themes. Candidates to be identified through interviews involving USAID and PtP program representatives as well as experts and potentially representatives of relevant industry association or other key partner in this field.

Recruitment is expected to include the following specific elements for this program:

1. Ukrainian non-profit web-sites such as civic.org.ua (news about study tours, grants, training programs, internship, NGO's activity etc.); and <http://global.gurt.org.ua/> (GURT Resource Centre).
2. Professional resources and associations such as Student Unions and the Facebook groups for PtP, USAID, "I love Kharkiv" and others.
3. Sites with regional news such as cure.org.ua, infokharkov.com.ua and portal.kharkov.ua.
4. Other social media channels such as relevant LinkedIn and Twitter pages.
5. Professional and alumni listservs such as IREX and CC.
6. One or more press-conferences for local journalists, non-government, government and business representatives.
7. Professional meetings such as those of Kharkiv and Kyiv Employment Centers, Kharkiv and Kyiv Youth Employment Centers, Kharkiv and Kyiv Departments of Education, Kharkiv and Kyiv university representatives.



USAID
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VISITOR EXCHANGE REQUEST FORM FOR USAID/UKRAINE

A.	General Information		
A.1	Program Theme: Mastering Modern Methods in Rehabilitation of Disabled Children		
	City/Region (oblast) of Participants: Nationwide		
	Brief justification for selection of this location(s) to benefit from the program: Due to the nature of the proposed program it is important to have representatives from rehabilitation centers all over Ukraine. The Ministry for Social Policy agreed to cover travel expenses for potential participants to attend selection interview.		
	Intervention type (US = "Community Connections," three weeks with home stays; 3 rd country = one week):	US: <input checked="" type="checkbox"/>	3rd country: <input type="checkbox"/>
	Requested Country (if 3 rd country):		
A.2	USAID Contact		
	USAID Officer		
	Position		
	Office		
	Telephone Number		
	Fax Number		
	E-mail Address		
A.4	World Learning Partner Organization Contact		
	Name		
	Organization		
	Address		
	Tel.		
	Fax		
	E-mail		
A.5	Suggested Program Dates (preferred month/year):		
A.6	Number of Visitors: 10		
B.	Intended Group Results		
B.1	Background Information (Key issues/challenges and their general context in Ukraine)		
	<p>People with disabilities represent one of the biggest vulnerable groups in Ukraine, which amounts to approximately 2,5 million people or 5,2% of the whole Ukrainian population. For decades the rehabilitation system focused mainly on medical rehabilitation, leaving out many aspects of social and vocational rehabilitation.</p> <p>It is important to clarify the term "rehabilitation" to avoid possible confusion about terms as different people read about this program during its development. Rehabilitation medicine is a process of education of the disabled</p>		

person so that, ideally, they can cope with family, friends, work, and society in general with as little support as possible. A key factor that differentiates rehabilitation from most of medicine is that it is not a process that can be carried out by medical practitioners alone and of necessity requires the active partnership of a whole range of health and social service professionals.

In Ukraine the rehabilitation service for children with disabilities is provided by rehabilitation centers that are multi-functional organizations with specialization on mental (among most common are autism, Down Syndrome and dyslexia) or physical disabilities (cerebral palsy and cancer), sometimes they address both types of disabilities. These centers provide medical services and help in social adaptation of the disabled children. In addition, rehabilitation centers are very good resource for information for family members of the disabled children.

At present time it is approximately 170 thousands disabled children in Ukraine. To provide facilities to children with disabilities an extensive network of rehabilitation facilities is available that includes 326 organizations. These institutions are subordinated to various branches of central executive power. Ministry of Social Policy (MoSP) is the main ministry that regulates, coordinates and develops policies effecting people with disabilities.

Specifically, MoSP supervises and controls among others, 128 social rehabilitation centers for children with disabilities. Civil organizations of people with disabilities formed 88 centers for rehabilitation disabled children. However, a significant number of disabled children does not have access to fully participate in the rehabilitation process and, consequently, are deprived of the opportunity to join educational institutions.

As of today, there are no standards (or norms) of rehabilitation services for children with disabilities, especially in the early age. As no interaction among rehabilitation institutions of various subordinations is maintained, therefore the rehabilitation process lacks continuity and integrity.

To ensure holistic, consistent and continuous nature of the rehabilitation process Ministry of Social Policy is currently working on creating comprehensive rehabilitation centers for the disabled and specifically on centers for children with disabilities. In this connection realization of the above-mentioned objectives would allow improving and optimizing rehabilitation system in Ukraine, which, in its turn will increase quality of rehabilitation services for children with disabilities.

B.2 Overall Professional Program Goals and Objectives

How does this program link with other current or planned USG activities?

This program contributes to the US Government Foreign Assistance Framework (FAF) Objective of Investing In People.

How does this program support the USAID/Ukraine Country Development Cooperation Strategy and which IRs does it support?

As stated in the Ukraine Country Development Cooperation Strategy, USAID/Ukraine will continue to provide technical assistance to improve management, operations and information management of the health service provision in Ukraine. This program supports directly USAID/Ukraine strategy through exposing key Ukrainian stakeholders involved in service provision to people/children with disabilities to the modern approaches, models and best practices in rehabilitation, education, employment and inclusion in community life people/children with disabilities in the US. The special focus of the proposed training will be management, operations, and practices of the rehabilitation system in the US and how to connect rehabilitation of people/children with disabilities to education, employment and social life in an integrated process where all stages and elements are complimentary and consistent.

Proposed training contributes to IR 3.2 Improved Quality of the Health Services.

Professional goal(s) (action-oriented, high-level: e.g., *Raise awareness about HIV/AIDS in Ukraine*):

The main goal of the program is to improve quality of rehabilitation services for children with disabilities in Ukraine. Specifically, this training is targeted to equip government officials, policymakers, civil service workers, medical personnel, academia, civic activists, and NGOs involved in supervision, regulation, facilitation, maintenance, and control over provision rehabilitation services for disabled children in Ukraine with knowledge and information on the US foster system for people/children with disabilities.

The training focuses on modern rehabilitation methods and technologies developed for children with disabilities, best practices and progressive approaches to integrate them in communities, provide equal access to education and labor market, as well as raise awareness of their challenges, needs and expectations.

Ultimately it will contribute to improving quality of life of Ukrainian children with disabilities through increased coordination, advanced effectiveness, developed leadership, and enhanced information management of the Ukrainian rehabilitation system.

Specific objective(s) (targeted, realistic):

1. What national and state-level legal and policy frameworks exist that address issues related to children with disabilities and special needs? What is their history, what challenges did they face, and how were these challenges overcome? Are practitioners and advocates satisfied with these frameworks?
2. What are the key philosophical and practical goals in the US regarding children with disabilities and special needs?
3. What are modern approaches to integrate rehabilitation, education, training and employment of people/children with disabilities? Are there any special models and best practices for children with disabilities?
4. When and how all-inclusive rehabilitation for people with disabilities/children with disabilities was introduced in the US?
5. How to develop standards for provision rehabilitation services to people/children with disabilities? Who should take a lead in this process?
6. Why early intervention methods are so important in rehabilitation settings?
7. What are the ways of introducing inclusive training components for children with disabilities?
8. How to arrange education process for parents who bring up children with disabilities? What advanced methods are implemented in the US?
9. What is the role of civil organizations in rehabilitation of children with disabilities?
10. What kind of pro bono legal services are available and accessible for the people with disabilities in the US? Are there any specifics for children with disabilities?
11. How rehabilitation centers are operated and managed in the US?
12. What is per capita demand for rehabilitation facilities in US? What methods are used to calculate this indicator and how important/illustrative is it?

How will this program inspire and prepare participants to implement changes in their home country?

The participants will gain comprehensive overview of the range of modern technologies and services provided for people with disabilities in the US. New knowledge acquired in the US will allow establishing new level of service in Ukraine and improving the quality of life for people with disabilities, facilitating a proactive inclusion of people with disabilities in the open labor market in order to safeguard their equal rights and opportunities.

Expected program outcomes:

- By 3 months after training, participants will share information about US best practices with colleagues and their professional community (through training, publications, social media). It is expected that participants will inspire discussion in their communities and organizations about modern methods in rehabilitation of disabled children.
- By 6 months after training participants will implement their Action Plans.

Others:

B.3 Program Components

Why is the requested country preferred for this program?

Ukraine started building rehabilitation facilities for children with disabilities utilizing unique U.S. methodology back to late 90s'. The methodology was based on scientifically proven and practically tested in the U.S. methods of rehabilitation of disabled children and was very successfully implemented in Ukraine. However, over the course of the past ten years there was no another opportunity for rehabilitation center's staff to update their knowledge in modern methods and technologies. The Ministry of Social Policy has closely cooperated with different European Centers but not with the U.S.

The US care system has come a long way in recent years, there is much has been achieved to ensure the health and well-being of the children and youth with disabilities has been significantly enhanced. The US disability community has acknowledged these great improvements that could be attributed to a great extend to their advocacy efforts and how their agenda was communicated, accepted and implemented by all levels of the US governments.

This program will also expose participants to cultural issues and societal aspects related to people/children with disabilities in the U.S. – their rights, integration in the mainstream community, and equal opportunities. The participants will also learn more of American culture, traditions and customs through direct contact with a host family and community.

Suggested general or specific site-visits (types of organizations and sites, as bullets):

- Local, state and Federal government programs that address the rights of people/children with disabilities
- Rehabilitation centers (several will be included to compare big-scale ones with small-scale, where care or assistance is enabled in a home setting)
- Site visits where new IT and rehabilitation technologies can be observed in use
- Medical institutions/centers that work with the people/children with disabilities
- Education Departments and Educational Centers supporting disabled children and their families
- Schools and universities that offer disability services to students (meeting with university officials, educators and students with disabilities to understand how their needs are being met)
- NGOs and support groups that are focused on the protecting rights of people/children with disabilities, providing training and assisting in finding employment
- Businesses that employ people with disabilities and produce products that support people/children with disabilities (meeting with business representatives to discuss job opportunities and government legal, political and financial support that allows to successfully providing products and services to people/children with disabilities)
- Disabled friendly public buildings, parks, recreation centers, restaurants, transportation public buses, special services)

Suggested topics (bullets):

- Social welfare system for people/children with disabilities in the US, methodology used for defining and assessing disabilities in the US
- Benefits provided in the US for disabled (pension, medical support, scholarships, etc.)
- Attitudes and stereotypes Americans hold toward persons with disabilities, including how social barriers have been overcome
- How the tendency to adopt a victim mentality “I am disabled, so society must assist me” was has been shifted to a model empowering the individual
- Modern approaches to integrate rehabilitation, education/training and employment of the people/children with disabilities
- Introduction of all-inclusive rehabilitation for people/children with disabilities;
- Management and operations of the rehabilitation center in the US including funding, staffing, service delivery, best practices, models, strategy, marketing, business planning, etc.
- Development of the standards for rehabilitation services provided to children with disabilities at rehabilitation facilities
- Introduction of early intervention methods in rehabilitation settings
- Methods used to calculate per capita demand for rehabilitation facilities in the US
- Practices of inclusive education: role of the State in continuous education of people/children with disabilities pertaining to different levels of education system – pre-school, primary, secondary, tertiary, colleges and universities
- Role of key stakeholders in inclusion of disabled/ educational institutions, parents, teachers, local communities.
- Main challenges to inclusion of disabled children in mainstream schools, opportunities of individual educational plans for students with disabilities
- Introduction of inclusive training components for children with disabilities
- Approaches to educate parents who bring up a child with disabilities on pertinent advanced methods
- Assistive technologies for people/children with disabilities
- Community services for people/children with disabilities

- Advocacy practices in protecting the rights of people/children with disabilities
- Role of civil organizations in rehabilitation children with disabilities
- Building public understanding and support for people/children with disabilities
- Access to and employment opportunities for people/youth with disabilities

Required Components:

Action Planning is a required component of all PTP training that helps participants synthesize what they are learning and develop plans to put their new information and insights into action. For US programs, 3 facilitated action planning sessions are required and participants must complete training with a written action plan, intended for implementation that the program organizers will collect before the group departs.

Others (if any):

B.4 Overall Cultural Program Goals and Objectives (more emphasized for US programs)

Any specific cultural objectives for this program? (specific requirements, volunteer activities, etc.)

The professional program must have an intensive cultural component. Participants will be exposed to American culture through home stays with US host families, daily communication with their professional counterparts, and participation in various cultural and social events organized by the hosting organization and host families. A volunteer/community service experience must be included.

How will exposure to US (or third country) culture benefit this group?

Exposure to US culture in an informal and ethnic/cultural setting will benefit by removing cultural and professional barriers between group members and encourage them to think and interact as a team. On their return to Ukraine, this will hugely facilitate their interaction and the driving of reforms within their professional communities and in public-private interaction at the local, regional and national levels.

C.1 Summary of Desired Group Profile

Description of group profile – types of organizations, communities, etc:

The group will include government officials, policymakers, civil service workers, medical personnel, academia, civic activists, and NGOs representatives involved in supervision, regulation, facilitation, maintenance, advocacy and control over service provision for people/children with disabilities.

This program is open to professionals having experience in:

- Providing scientific and methodological support in the development of the new guidelines in the field of rehabilitation of people/children with disabilities
- Maintaining scientific and practical cooperation with research institutions and with foreign centers, foundations, government and community organizations engaged in rehabilitation of the disabled and handicapped children
- Introducing new rehabilitation methods and technologies, best experience in the field of rehabilitation of the disabled and handicapped children into working routine of the rehabilitation center
- Participating in design and development regulatory and legal acts on social protection of people/children with disabilities
- Creating conditions to provide the disabled and handicapped children with rehabilitation services to address their needs and in accordance with recommendations of the medical and social experts commissions (medics' and advisory committees of medical institutions)
- Integrating children with disabilities into general educational institutions
- Building enabling environment for creative development of the handicapped and disabled children create
- Training children with disabilities in professional skills and facilitating their employment (employment, referral to occupational rehabilitation centers for disabled persons) and professional training for the people with disabilities to ensure their employment
- Organizing and conducting conferences, workshops and seminars on rehabilitation people/children with disabilities

- Providing information and advice to disabled people, to public organizations, enterprises, institutions, organizations of occupational and social rehabilitation of the people with disabilities
- Facilitating skills improvement of specialists in social rehabilitation of children with disabilities and occupational rehabilitation of the people with disabilities

C.2 Visitor Profile

All selected candidates will be capable of working in a team environment. All candidates will have a minimum of three years experience and a demonstrated willingness to remain within their field for 5 years following their trip to the US. Selected participants will present applications that demonstrate their interest and commitment regarding rehabilitation of disabled children.

C.3 Recruitment

Participant recruitment: Brief description of open, competitive approach tailored to this program:

Open recruitment in target areas in addition to targeting individuals within and related to the target areas and themes. Candidates to be identified through interviews involving USAID and PtP program representatives as well as experts and potentially representatives of relevant industry association or other key partner in this field.

Recruitment is expected to include the following specific elements for this program:

1. Professional meetings such as those of Ministry of Social Policy of Ukraine, All-Ukrainian NGO "Union of Organizations for Disabled in Ukraine".
2. Ukrainian non-profit web-sites such as civic.org.ua (news about study tours, grants, training programs, internship, NGO's activity etc.); and <http://global.gurt.org.ua/> (GURT Resource Centre)
3. Professional resources and associations such as Press-center and the Facebook groups of PtP and USAID.
4. Sites with regional news such as a <http://www.soiu.com.ua/links/>.
5. Other social media channels such as relevant LinkedIn and Twitter pages
6. Professional and alumni listservs such as IREX and CC.
7. One or more press-conferences for local journalists, non-government, government and business representatives.



USAID
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**PARTICIPANT
TRAINING
PROGRAM**

VISITOR EXCHANGE REQUEST FORM FOR USAID/UKRAINE

A. General Information			
A.1 Program Theme: Preventive and Public Health Services for Women’s Health in the Context of Ukraine’s Health Care System Reform			
<p>City/Region of Participants: Kyiv and Kirovograd regions</p> <p>Brief justification for selection of this location(s) to benefit from the program: Ukraine’s Kyiv and Kirovograd regions are scheduled to receive targeted USAID support from the USAID <i>Healthy Women in Ukraine</i> project. During the next couple of years the project plans to work intensively in these regions to increase the use of modern family planning methods and improve reproductive health of the population as a preventive measure for reducing abortions and sexually transmitted infections.</p> <p>According to statistics the abortion rate in Kirovograd region is 21 per 1,000 and the abortion rate among teens 15-17 years old is 5 per 1,000. The abortion rate among young people in this region is twice as high as the average in Ukraine.</p> <p>Representatives from these regions will learn the advantages of developing local programs that respond to specific public health needs by cooperating with international projects and national level initiatives. They will also be exposed to examples of successful regional approaches in public health service provision, family planning, reproductive health, modern prenatal initiatives, and integration of women’s health and prevention services within the various levels of care.</p>			
Intervention type (US = “Community Connections,” three weeks with home stays; 3 rd country = one week):		US:	3rd country: <input checked="" type="checkbox"/>
Requested Country (if 3 rd country): Czech Republic			
A.2 USAID Contact			
USAID Officer			
Position			
Office			
Telephone Number			
Fax Number			
E-mail Address			
A.4 World Learning Partner Organization Contact			
Name			
Organization			
Address			
Tel.			
Fax			

E-mail	
A.5	Suggested Program Dates (preferred month/year):
A.6	Number of Visitors: 10
B.	Intended Group Results
B.1	Background Information
<p>The introduction of modern preventive and public health approaches, promoting an active role of patients in service provision as well as the role of managers and health administrators, are key elements needed for successful health care reform implementation in Ukraine. Through decentralization of service provision, the Ukrainian Government aims to accomplish effective change in health service provision, specifically to improve women's health (WH), including family planning/reproductive health (FP/RH), cancer prevention, and evidence-based prenatal care. Ultimately the reform will result in increased public access to high quality WH services with a focus on the primary care level.</p> <p>The majority of Ukrainian health managers at the national and oblast level do not have a good understanding of approaches to identify and solve priority public health problems. Further, they don't fully appreciate the importance of expanding the delivery of key preventive women's and child health services, such as FP/RH, cancer prevention, prenatal care or infant care. Moreover, financing the health sector and health care reforms is a challenge in Ukraine.</p> <p>Health managers are key to the reform of the Ukrainian health care system, as their task is to improve the quality of preventive care and health service delivery that meets the growing needs of the population. Health managers and administrators need to identify health problems in their communities and design interventions focused on prevention. In addition, health managers have to be able to strengthen the network of services that facilitate various health care needs of individuals and families. It is thus important to expose health managers to comprehensive health care approaches at the planning and design stages to integrate public health preventive and curative services at various levels (family medicine, rayon and oblast facilities, perinatal centers, etc.). Finally, health managers are required to identify cost-effective evidence-based interventions to ensure efficient use of available human and financial resources.</p> <p>To succeed in accomplishing these important tasks in the context of the health care reform in Ukraine, health managers would greatly benefit from access to best practices and proven international experience. Specifically, learning about the Czech Republic public's health care structures and operation could significantly broaden the vision of Ukrainian health managers. It will help them recognize that all health care systems should allocate resources wisely, and that focusing on the integration of preventive and treatment approaches is the key to success. The Czech Republic's experience will help them gain a clear understanding of the national, regional, and local governments' role in the health care reform process as well as the importance of implementing patient-centered international standards that focus on quality and efficiency of health services and emphasize preventive care. Since funding the health sector and any reforms is always a challenge, understanding funding flows and budgeting for family medicine and other preventive and curative health services will contribute to advancing changes in health contracting in Ukraine.</p> <p>The proposed study-tour is very timely as it coincides with the ongoing health care reforms. It provides a unique opportunity to adapt the Czech Republic's experience to improve the quality of health care in Ukraine and respond to the overwhelming need expressed by health providers and the population.</p>	
B.2	Overall Professional Program Goals and Objectives
<p>How does this program link with other current or planned USG activities?</p> <p>The Ministry of Health and selected oblasts are now working with the USAID's Healthy Women of Ukraine Program (HWUP) to improve delivery of preventive family planning/reproductive health</p>	

services and creating Centers of Excellence for FP/RH. The implementation of reforms described above is funded entirely by oblast and local governments. Thus, the suggested USAID study tour and subsequent technical assistance from HWUP will help the participants of the study tour and national and oblast officials to make informed decisions during the reform process with a focus on improving efficiency and quality of care, especially at the primary level. Oblasts participating in the HWUP project are more prepared (as compared to non-participating oblasts) for decentralization, which allows for developing local programs that respond to specific community needs and cooperating with international projects.

How does this program support the USAID/Ukraine Country Development Cooperation Strategy and which IRs does it support?

The program will contribute to the CDCS Development Objective “Improved Health Status in Focused Areas and Population Groups,” IR 3.2 “Improved quality of health services,” and IR 3.3 “More sustainable health systems.”

The program will allow participants to gain insights into the following aspects of a well-functioning public health care system:

- Tasks and impact of public and private sectors in health promotion initiatives.
- Preventive health approach in planning, designing and implementing health programs and services.
- Role of health managers in re-aligning the health care system to ensure delivery of quality preventive and curative care.
- Cost-effective health interventions to improve community health.
- Client-oriented and accessible health services in rural and urban areas.
- Evidence-based interventions to ensure effective use of resources.
- Health insurance policies, contractual mechanisms for primary and specialized care, and services guaranteed for vulnerable groups.
- Supporting vulnerable populations in preventive and public health programs.
- Effective strategies for engaging NGOs in health programs and services.

Professional goal(s):

The goal of this training program is to learn about modern preventive and public health approaches for improving women’s health, including family planning/reproductive health care services, maternal health, prenatal and infant care, reproductive tract and breast cancer prevention, and overall women’s health. The proposed program is related to both health care provision as well as management of health care organizations.

Specific objectives:

By the end of the program, exchange visitors will be able to answer the following questions with concrete examples from the host country:

1. What is the structure of the healthcare system in the Czech Republic? How was it reformed, and what are current challenges?
2. How is the Czech health service provision system organized and managed?
3. What is the difference between high income and low income citizens in terms of access to the system and provision of medical treatment?
4. What is the share of household income that Czech families spend on healthcare and how will it change in the future?
5. Are there any EU-funded health care programs (preventive and women’s health, in particular) that the Czech system benefits from?
6. How are the national, regional and local governments involved in healthcare?
7. What is the role of insurance companies and pharmacies in health service provision?
8. Which Czech experiences can be applied in Ukraine?
9. What key modern preventive and public health approaches (especially related to FP/RH, maternal health, prenatal and infant care, reproductive tract and breast cancer prevention) are implemented in the Czech Republic and in what ways?

10. What is the level of decentralization of the Czech health care system including FP/RH, cancer prevention, and prenatal care and how does it impact accessibility of essential services for the local population?
11. What is Czech experience in health services management, planning, budgeting, monitoring and evaluation?
12. What is the role of academic institutions and NGOs in identifying and advocating for the needs of the population?
13. What are ways to increase access of the population to high quality WH services with a focus on the primary health care level?
14. How can cross-sector partnerships (government, NGOs, businesses) be promoted in the health sector?
15. How can health administrators contribute to effective change in health service provision?
16. What role can managers play to encourage patients to be active in the service provision process?

How will this program inspire and prepare participants to implement changes in their home country?

In the last ten years the Government of Ukraine (GOU) has received technical assistance from USAID and other donors to implement primary health care and health financing reforms, as well as to support pilot projects in the area of family medicine, health services optimization and contracting mechanisms rationalization. However, these efforts were limited and never scaled up by the GOU due to competing priorities, lack of financial resources and unclear legislation. About two years ago the GOU has initiated health care reforms that include decentralization of services and focuses on prevention. The GOU and the Ministry of Health are interested in advancing these reforms that started in four pilot regions in Ukraine.

There are a number of legislative documents outlining the GOU vision of the reform and numerous oblast level orders defining the reform process at the local level. The success of these initiatives significantly depends on health managers' understanding of existing public health problems and of the need for multi-sectorial cooperation to advance health reform in Ukraine.

Within the framework of the Presidential Initiative "New Life" and other national and regional programs, the Ministry of Health and Oblast Health Departments are working to advance the implementation of client-centered public health approaches to improve the quality and efficiency of health services, emphasizing preventive care and better integration of services. Centers of Social services centers are an integral part of this work. Through national and regional seminars and roundtables, Ukrainian participants will disseminate the knowledge gained during the study tour to their colleagues in other oblasts of Ukraine. This will contribute to the successful implementation of government reform initiatives across Ukraine. Moreover, it will help participants and their peers identify policies and guidelines that need to be improved so that they respond to the population's needs. It will also support introducing changes in health contracting in Ukraine, particularly at the regional level.

Participants will lead in developing relevant training programs and write articles in professional magazines promoting modern public health management approaches. In addition, training participants will be a critical resource to assist in the creation and functioning of cross-sector working groups tasked with reviewing public health priorities and incorporating public health approaches in the design and implementation of various oblast programs. NGO representatives will be actively involved in peer to peer collaboration in Ukraine by sharing information and concrete examples of cooperation between NGO community and government on developing supportive health care policies.

Expected program outcomes:

- No later than 3 months after training, participants will share information about best practices with colleagues and their professional community (through training, publications,

social media) and inspire discussions about applying best practices in Ukraine.

- No later than 6 months after training participants will implement their Action Plans.

Others:

B.3 Program Components

Why is the requested country preferred for this program?

Ukraine and the Czech Republic share a history of the Soviet *Semashko* health care system, which is characterized by state-control and state-ownership.

After the collapse of the Soviet Union, Eastern European countries invested significant efforts in restructuring their health care systems. Major progress was achieved in the Czech Republic, which is now ranked 15th within the 34 EU countries, right behind Germany. The Euro Health Consumer Index report emphasized that the Czech Republic has “a degree of fundamental stability and freedom from corruption in its healthcare system, which is relatively rare in EE states”. The Czech health care system is also efficient, as evidenced by much smaller spending per capita compared to the other EU countries.

The Czech Republic established a fee-for-service system in 1992 based on a compulsory insurance model with mandatory employment-related insurance plans. Health care providers could be public or private owned health facilities contracted by the health insurance funds. All permanent Czech residents are entitled to health insurance and to change insurance funds once a year. These funds compete for their members and provide clients with a basic package of curative and preventive services.

The Czech Government started gradual reforms in the health care sector about twenty years ago. In 2004 regions became responsible for healthcare provision. Reform of the sector significantly accelerated in 2012 when a new package of laws came into force, which aimed to improve the organization, structure, and quality of health care. Specifically, the goal was to streamline the healthcare system, enhance its financial stability, and empower patients by giving them more responsibility over medical treatment and more flexibility in the choice of health care providers and insurance funds.

The main implementation activities under the 2012 health care reform package include the following:

- New drug reimbursement policies, including the introduction of the eAuction system to decrease the costs for drugs
- Establishment of commercial health insurance companies
- Introduction of new requirements to increase transparency and effectiveness of health care service provision through disclosure of waiting lists for medical treatment
- Financial participation of patients in healthcare
- Anti-corruption measures

To succeed in implementing public health approaches in the context of the health care reform in Ukraine, Ukrainian health managers need access to successful international experiences. Learning about the Czech public health care system’s structures and its operation could significantly broaden the vision of Ukrainian health managers.

The proposed study tour is critical to support ongoing health care and prenatal care reforms by providing a unique opportunity to adapt best practices from the Czech experience, and apply lessons to improve the quality of health care in Ukraine and respond to the urgent need for change articulated by health providers and the population.

Suggested general or specific site-visits:

About 60-70 percent of the program elements are observation visits, and 30-40 percent are “exchange of information and experience” activities. The observational visits cover the delivery of integrated preventive and women’s health services at the primary health care level in public health clinics (such as family medicine ambulatories, community health centers), district/regional polyclinics and hospitals, and perinatal centers. “Exchange of information and experience” activities can be organized in the form of round-tables, workshops, and professional meetings with Czech health managers at various levels, academics in the field of public health, public health NGOs and researchers. These events can be organized between field visits.

Suggested topics:

Elements that should be included in the program include:

- Health services management, planning, budgeting, monitoring, and evaluation
- Priority public health programs that national, state, and local governments support with a special focus on preventive and women’s health
- NGOs’ role in identifying and advocating for the needs of the population
- Role of mass media in promoting transparency and openness of health reforms

Required Components:

Action Planning is a required component of all PTP training that helps participants synthesize what they are learning and develop plans to put their insights into action.

Others (if any):

B.4 Overall Cultural Program Goals and Objectives (more emphasized for US programs)

Any specific cultural objectives for this program?

Given the short duration of the program (one week) there are no specific cultural objectives predetermined for the program.

How will exposure to US (or third country) culture benefit this group?

In general, training in a European country that is a member of the European Union will expose Ukrainian participants to the culture, mentality, and lifestyle of a former communist EU member state, as well as encourage them to feel part of Europe. Ukrainian participants will remove cultural and professional barriers among group members, thinking and interacting as a team. On their return to Ukraine, new knowledge and inspiration will facilitate their interactions with their colleagues and encourage action to implement reforms in the Ukrainian healthcare system.

C.1 Summary of Desired Group Profile

Description of group profile – types of organizations, communities, etc:

This program is open to:

From the national level: Mid- and senior-level managers from the Ministry of Health responsible for primary health care, quality of care, FP/RH, budget, finance, and public health services; mid- and senior-level managers from the Ministry of Social Policy responsible for health promotion initiatives, work with youth, gender issues; representatives of all Ukrainian NGOs working on health issues.

From Kyiv and Kirovograd cities and Kyiv and Kirovograd oblasts: City/Oblast Health Administrations; City/Oblast Social Services for Family, Children and Youth officials; City/Oblast health managers and social workers; representatives of oblast level NGOs working on health issues; mass media.

C.2 Visitor Profile

All selected candidates will be capable of working in a team environment. All candidates will have a minimum of three years of experience in public health and a demonstrated willingness to remain in the field for 5 years following their trip. Selected participants will present applications that demonstrate their interest and commitment regarding preventive and public health services for women's health in the context of Ukraine's Health Care System Reform.

C.3 Recruitment

Participant recruitment: Brief description of open, competitive approach tailored to this program:

Candidates will be selected through interviews with USAID and PTP representatives, experts and potentially representatives of relevant industry associations or other key partner in this field.

Recruitment is expected to include the following specific elements for this program:

1. Ukrainian non-profit web-sites, such as civic.org.ua (news about study tours, grants, training programs, internship, NGO activities etc.); and <http://global.gurt.org.ua/> (GURT Resource Centre).
2. Professional resources and associations such as Press-center and of PTP and USAID Facebook groups.
3. Sites with regional news, such as a <http://www.kirovograd.net/>.
4. Other social media channels such as relevant Facebook, LinkedIn and Twitter pages.
5. Professional and alumni listservs, such as IREX and CC.
6. One or more press-conferences for local journalists, non-government, and government representatives.
7. Professional meetings, such as those of the Ministry of Health, City/Oblast Social Services for Family, Children and Youth, and the Health State Administration.



USAID
FROM THE AMERICAN PEOPLE

**PARTICIPANT
TRAINING
PROGRAM**

VISITOR EXCHANGE REQUEST FORM FOR USAID/UKRAINE

A. General Information			
A.1 Program Theme: Tolerance for Diversity: Understanding Diversity and Implications for Policymakers			
<p>City/Region (oblast) of Participants: All regions of Ukraine, Kiev (Verkhovna Rada of Ukraine representatives), Autonomous Republic of Crimea (Verkhovna Rada of Crimea representatives)</p> <p>Brief justification for selection of this location(s) to benefit from the program:</p> <p>Tolerance for diversity and provision of equal opportunities regardless of gender, lifestyle and physical and mental capabilities is an important issue relevant to all Ukrainian regions.</p> <p>Among other Ukrainian regions, the Autonomous Republic of Crimea (ARC) was highlighted and selected for participation in the training program to strengthen connections between the Verkhovna Rada of Ukraine and the Verkhovna Rada of the ARC, to support dialogue between Rada members and develop a mutual approach to address the problem of intolerance.</p>			
Intervention type (US = "Community Connections," three weeks with home stays; 3 rd country = one week):		US: <input checked="" type="checkbox"/>	3rdcountry: <input type="checkbox"/>
Requested Country (if 3 rd country):			
A.2 USAID Contact			
USAID Officer			
Position			
Office			
Telephone Number			
Fax Number			
E-mail Address			
A.4 World Learning Partner Organization Contact			
Name			
Organization			
Address			
Tel.			
Fax			
E-mail			
A.5 Suggested Program Dates (preferred month/year):			
A.6 Number of Visitors: 10			

B. Intended Group Results

B.1 Background Information(Key issues/challenges and their general context in Ukraine)

UNESCO Declaration of the Principles of Tolerance dated 1985 defines tolerance as “respect, acceptance and appreciation of the rich diversity of our world’s cultures, our forms of expression and ways of being human”.

Tolerance is a way of thinking based on a non-judgmental acceptance of different lifestyles, values or beliefs. The American Declaration of Independence and the French Revolution were inspired by the concept of tolerance. This concept evolved and was constantly re-shaped with the history of human civilization. Tolerance is the key ethical approach to handle diversity. Diversity means existence of differences within a group and includes variations of age, gender, sexuality, religion, class, disability, ethnicity, race and background. Tolerance is a mediator between identity and difference. In a global world, tolerance and diversity contribute to developing a fairer society where different people are treated equally and are provided with the same opportunities regardless of their physical or social characteristics.

Tolerance in democratic societies has the following major goals:

- Advance social integration and solidarity;
- Create a comprehensive culture for addressing conflicts;
- Establish system of checks and balances as a foundation of democratic society;
- Promote, cultivate and improve respect for diversity.

Accomplishing these goals significantly enhances the stability of democratic societies and simultaneously provides an environment for new ideas, values and attitudes. As our global world shrinks the diversity we are exposed to increases exponentially. Being a citizen in this new global community requires changes in attitudes and behaviors to maintain harmony and fairness.

After 20 years of independence, Ukraine has not yet developed tolerant attitudes or provided equal opportunities to women, people with disabilities, and the Lesbian, Gay, Bi-sexual and Transgendered (LGBT) community. Based on the research conducted by Kyiv International Institute of Sociology (KIIS) in cooperation with Institute of Human Rights and Prevention of Extremism and Xenophobia (IHRPEX), only 8% of Ukrainian residents think that there are no groups “undesirable for the society.” 23% of the survey respondents identified LGBT as an “undesirable” group, and 20% indicated those living with HIV/AIDS as “undesireable.”

The Ukrainian Constitution states that men and women have equal rights in all areas including political, cultural, social and family, although equal opportunity for women is still a controversial subject. Women constitute about 54% of the Ukrainian labor force and as a percentage of the population are more educated than men(60% of women are college graduates or have attended some graduate school). The unemployment rate for women is 80%, while it is much lower for men at 60%. Wage disparity between women and men is also significant, with women earning on average 75% of what men earn. Ukrainian women’s pensions are on average 67% of a man’s pension. These examples clearly illustrate the inequality between women and men in the Ukrainian labor market.

Female representation in high level Ukrainian government bodies, and in the political realm generally, is minimal. For example, women in the Ukrainian Parliament (Verchovna Rada) occupy only 10% of the seats. This percentage is very low when you consider other Eastern European countries, and The Ukrainian Government formed in 2010 by Prime Minister Mr. Azarov had no women Ministers, however, in 2012 the first (and only) woman was appointed as the Minister of Health.

In the business arena Ukrainian women are fairly represented as small businesses owners. This number is close to EU average, although there are almost no large businesses owned by Ukrainian women, and the number of medium-sized businesses owned bt women is quite small. The number of women that head large companies in Ukraine, this number is roughly 2%.

Based on official statistics, people with disabilities (PWD) represent one of the largest vulnerable groups in Ukraine, comprising approximately 2.8 million people or 5% of the Ukrainian population. For decades the rehabilitation system focused mainly on medical assistance, providing little or no attention to social and vocational rehabilitation. Social inclusion of people with disabilities through access to employment is a major challenge Ukrainian society has faced for a long time. Currently only 13% of Ukrainian people with disabilities of working age are employed, which clearly explains why more than the 85% people with disabilities in Ukraine live in poverty. The Law “Basic Principles of Social Protection of Disabled People in Ukraine” requires Ukrainian employers with staff size between 8 and 25 people reserve one workplace for a person with disabilities, however, the

implementation of this law is ineffective. Some employers are not actually providing labor opportunities but instead, simply pay the salary of the employee with disabilities; while he/she does not come to work.

Another critical issue affecting PWD in Ukraine is the lack of social opportunities in education and social leisure activities due to a long-term absence of deliberative, consistent, and holistic government policies and support.

Despite 20 years of effort to introduce gender equality in Ukraine, particularly in the past year, a well-resourced and targeted campaign to “roll back gender equality” has been underway fueled by church, state and private funding. One recent manifestation of this was at the Verkhovna Rada of Ukraine Parliamentary Hearing on the State of the Institution of Family in Ukraine held September 12, 2011. One of the themes present in that debate was a growing intolerance of sexual diversity which moved from private discussion and several letters to governmental officials to public space with strong request to cancel the Gender Equality Law that came into force on January 1, 2006 and was targeted to ensure equality and parity of women and men in all areas of vital activity of society, as well as other institutional changes in this area.

During 2012, concern about increasing intolerance was amplified when the controversial Draft Law 8711 moved through the legislative process in the Verkhovna Rada of Ukraine. In addition to the blatant discriminatory nature of the draft, there were also concerns among the international community and within Ukraine’s LGBT community that this would worsen awareness and understanding of the LGBT community and could increase the threat of spreading HIV. During a high-profile public appearance in Kyiv during the EURO 2012 football championships, Sir Elton John publicly implored the Ukrainian public to increase their tolerance of the gay community and called for action against Draft Law 8711.

B.2 Overall Professional Program Goals and Objectives

How does this program link with other current or planned USG activities?

Gender is an integrated component of all USAID projects in Ukraine . Through its implementing partner, the International Organization for Migration, USAID has been working on human rights issues since the mid-1990s. A key component of these effort is working for increased understanding of gender rights and legislation which protects the rights of all citizens. Significant efforts have been made against gender discrimination and gender violence through the USAID Parliamentary Development Project, with the IOM, and the Together for Health project.

In 2009 the Parliamentary Development Project (PDP) for Ukraine was asked by USAID/Kiev to include cooperation with the Verkhovna Rada of the Autonomous Republic of Crimea (ARC) in order to strengthen connections between the Verkhovna Rada of Ukraine and the Verkhovna Rada of the ARC. Participation of Parliament members and staffers of both Radas in PtP training will reinforce effective dialogue, initiate developing mutual approaches to critical issues, and support further collaboration.

In June 2012, the US Embassy sponsored an information fair for the LGBT community in Ukraine introducing different international technical assistance programs which offer various forms of support from developing advocacy and legal literacy skills, advocating for human rights, and fighting disease, such as HIV/AIDS. PtP training will build upon this activity by exposing Parliament members, government officials, civil servants and civic activists to the new models and techniques that combine both government and civil society efforts to build a more tolerant society.

How does this program support the USAID/Ukraine Country Development Cooperation Strategy and which IRs does it support?

DO 1. More Participatory, Transparent and Accountable Governance Processes
IR 1.1 Improved Legislative and Policy Environment in line with European Standards
IR 1.1.2 Government Policies reflect European Standards.

Professional goal(s) (action-oriented, high-level: e.g., *Raise awareness about HIV/AIDS in Ukraine*):

Participants will influence debate in Ukraine by conveying the values of contemporary democratic societies where women, people with disabilities and gender minorities have equal opportunities to be fully included in society and not suffer discrimination. Participants will be exposed to new and different situations and people, which will discredit and correct some of their former opinions, stereotypes and myths they may have had before. This experience will provide new information and perspective (for example, the myth that the main source of HIV is the gay and lesbian community). Additionally, this training is targeted to expose participants to progressive models and approaches implemented in the US that provide women with equal

opportunities, and illustrate how people with disabilities and LGBT groups/families are a normal part of American communities.

Specific objective(s) (targeted, realistic):

By the end of the program, EVs will be able to describe the following (or answer the following questions) about the host country:

1. How have diversity and tolerance issues been addressed, generally, in the US?
2. How do US government and non-governmental organizations, media, schools, public libraries, museums, community centers address intolerance and negative stereotyping and contribute to provision of equal opportunities to all US residents regardless of differences in their lifestyle, gender, and values?
3. How does US law support diversity?
4. How has American culture transformed in its own fight with inequality, stereotypes, and intolerance over the last 200 years?
5. What are some specific examples of social advocacy and support services for PWD and LGBT groups in the US at the local level?
6. How do community values, civil society, and American cultural norms support community involvement in tolerance activities?
7. What are some specific examples of how civil society organizations, media, and religious and cultural institutions provide tolerance for diversity educational and support activities in their community?
8. How do such organizations and groups develop educational and training programs as a means of encouraging tolerance and community support for PWD and LGBT integration?
9. How do American cultural standards of acceptance and tolerance and American culture inform the provision of social services and law enforcement in protecting and support PWD and LGBT groups?
10. What are some general best practices in creating public-private partnerships in tolerance and advocacy activities?
11. How do organizations monitor and evaluate their educational and community outreach programs with respect to tolerance issues? How do grassroots organizations in the US work to support community dialogue, integration, and tolerance of non-mainstream cultures?
12. How are the media involved and how do they perceive their role?
13. What are approaches to changing policy and legal frameworks to protect women's' rights of and to educate the public on gender diversity?
14. What are some effective ways of understanding and accommodating needs of PWD ?
15. What are some effective ways of understanding and accommodating needs of the LGBT community?
16. How do policy makers in the US represent and legislate for their constituencies?

How will this program inspire and prepare participants to implement changes in their home country?

Upon their return to Ukraine, the group will work to improve government policy to improve understanding of diversity, at both local and national level. In addition, it will help debunk myths, decrease stereotypes, develop new attitudes and enhance participant tolerance. This program will illustrate how combined civil society and government efforts can lead to better policies and a more tolerant society.

Expected program outcomes:

- Three months after their return, participants will share information about best practices with colleagues and their professional community (through training, publications, social media, etc.). Participants will inspire discussion in their communities and organizations on tolerance to diversity, the relevance or the US models and experiences encountered during their program.
- Within six months of their return, participants will implement their Action Plans.

Others:

B.3 Program Components

Why is the requested country preferred for this program?

America's ability to welcome, accept, integrate, and benefit from diverse populations is one of its greatest assets and keeps the nation strong in the face of changing global conditions. The proposed program will show Ukrainian participants how tolerance and diversity is embraced in the U.S. The group will examine this subject specifically as it applies to women, PWD, and LGBT. The main objectives of the program are to study how different institutions, like government and non-government organizations, media, schools, educational institutions, public libraries, museums, and community centers address intolerance and negative stereotyping and how they provide equal opportunity to all US residents regardless of differences in their lifestyle, gender, and values.

The United States has made considerable progress at the federal, state, and local levels in recognizing and appreciating diversity and changing policy and the legal framework to both protect the rights of diverse groups, and to educate the public on that diversity. Programs from schools to boardrooms promote equality under the law for all in the classroom, in the workplace and in the public sphere.

The World Economic Forum's Gender Gap Index ranks 135 nations according to progress made in women's education, health, economic clout and political empowerment. In 2012, the US was in the top 25 group, in 22nd place. The study indicated that in US there is no inequality between gender in terms of education (1st place) and minor gap in economic participation and opportunity (8th place). Significant inequality was noted in the political arena (55th position), where US landed in 78th place based on Parliamentary representation of women, and 32d place for women in ministerial positions. Since 1962 when the Equal Pay Act was signed into law, women earning increased from an average of 59 cents on the dollar earned by men to 82 cents in 2012. Each year, the US celebrates National Equal Pay Day which reflects how far into the current year women must work to match what men earned in the previous year, for 2013 it will be Tuesday, April 9, 2013.

The social care system in the US has improved over the course of the last few decades and much has been achieved to ensure the health and well-being of the people with disabilities. US advocates for PWDs acknowledge these improvements and note they are a result of their agenda formulation and communication approach that targeted federal, state and local government.

According to a Williams Institute review conducted in April 2011, approximately 3.5% of American adults identify themselves as lesbian, gay or bisexual, while 0.3% is transgender, which is about 12 million people; however, this figure is likely higher, as some do not identify themselves as LGBT. The program aims to expose participants to the US experience of protecting constitutional rights of the LGBT community in the areas of equality, privacy, personal autonomy, as well as freedom of expression and association.

The US political system is built on the fundamental principal of representative democracy in which citizens' interests are represented by elected lawmakers. American society is very diverse and policymakers and are responsible for ensuring that these groups are represented. Their political beliefs, gender, religion, lifestyle, locality, ethnicity should be represented in the decision-making process.

All levels of Government in the US regularly consult, network, and exchange views and information with their constituencies to understand issues that affect them, and to express their preferences on possible decisions. Well-established and cultivated constituent relations allow policymakers to successfully represent their constituents. This connection between elected leaders and citizens strengthens the people's connection to their governments, ultimately reinforcing the democratic process.

Suggested general or specific site-visits (types of organizations and sites, as bullets):

This program will include a combination of meetings and workshops with state and local governments, policy/advocacy organizations, non-governmental organizations, elected bodies, media, schools, educational institutions, public libraries, museums, community centers, women-led businesses, women's organizations, PWD organizations and NGOs and LGBT groups to discuss and acquire first-hand information on all aspects of women's, PWD and LGBT life and access to services in communities of all sizes.

Suggested topics (bullets):

- Principles of tolerance, diversity and equal opportunity
- The US experience of promoting and building tolerance for diversity and how public opinions, attitudes and practices evolved in recent 30 years
- Efforts that combine civil society and government collaboration to develop better policies and a more tolerant society
- Tolerance for gender and sexual diversity
- American family snapshot – 2013 versus 1960

- Women in the American workplace – professions, wages, positions, ownership, social benefits
- Representation of women in US politics and government
- Local, State and Federal government programs that address the rights of people with disabilities
- Social welfare system for people/children with disabilities in the US, methodology used for defining and assessing disabilities in the US
- Benefits provided in the US for people with disabilities (pension, medical support, scholarships, etc.)
- Attitudes and stereotypes Americans hold toward persons with disabilities, including how social barriers have been overcome
- Needs of contemporary democratic societies where gender minorities are included into society and not sidelined or discriminated against
- Civil marriage act allowing for same-sex marriages and to better understand how this issue was addressed before
- Understanding the LGBT community and understanding the threat of spreading HIV

Required Components:

Action Planning is a required component of all PTP training. This helps the participants synthesize what they learn and develop plans to put their new insight and exposure into action. Three facilitated action planning sessions are required, participants complete training by creating a written action plan that the program organizers will collect before the group departs.

Others:

B.4 Overall Cultural Program Goals and Objectives (more emphasized for US programs)

Any specific cultural objectives for this program?(specific requirements, volunteer activities, etc.)

The professional program will have an intensive cultural component. Participants will be exposed to American culture through home stays with host families, daily communication with their professional counterparts, and participation in cultural and social events organized by the hosting organization and host families.

How will exposure to US (or third country) culture benefit this group?

The group members will gain an understanding of America culture, the spirit of volunteerism and democratic values. Through their home stays and interaction with U.S. counterparts, the members of the group will learn how democratic principles work in the U.S. The participants will then share and promote these principles and values back at home in their professional and personal environments. Collaboration among Ukrainian participants will increase because cultural and professional barriers between the groups will be decreased. These participants will begin to think and interact as a team. Upon the participants return to Ukraine, reform momentum within their associations and in public-private interaction at the local, regional and national levels will continue, which will lead to a higher likelihood of enacting lasting change.

C.1 Summary of Desired Group Profile

Description of group profile – types of organizations, communities, etc:

Participants include an interdisciplinary group of local and national law makers (VR Ukraine and ARC, local council elected officials) and staff responsible for social policy development in areas such as education, youth development, and human rights protection. Civil society activists and academics engaged in gender equality promotion and advocates of people with disabilities will also comprise the core group of participants. The group will also include participants who work with LGBT communities NGO members, and journalists, who write about tolerance, women’s issues, gender diversity and cover lives of people with disabilities in Ukraine.

C.2 Visitor Profile

All selected candidates must be capable of working in a team environment, have a minimum of three years work experience, and willingness to remain within their field for 5 years following their trip to the host country. Selected participant’s applications will demonstrate their interest and

commitment to tolerance and diversity, especially in youth populations.

C.3 Recruitment

Participant recruitment: Brief description of open, competitive approach tailored to this program:

Recruitment will include the following elements:

Open recruitment in target areas, plus target individuals. Candidates will be identified through interviews involving USAID and PtP program representatives, experts and representatives of relevant associations.

Recruitment will include:

1. Ukrainian non-profit web-sites such as civic.org.ua (news about study tours, grants, training programs, internship, NGO's activity etc.); and <http://global.gurt.org.ua/> (GURT Resource Centre).
2. Professional resources and associations such as LGBT NGOs and the Facebook groups for PtP, USAID, and others.
3. Sites with regional news such as cure.org.ua, crimea-press.narod.ru, free-crimea.info and gazeta.crimea.ua.
4. Other relevant social media outlets.
5. Professional and alumni listservs such as IREX and CC.
6. One or more press-conferences for local journalists, non-governmental organization, government and business representatives.
7. Professional meetings such as those of Verkhovna Radas of Ukraine and Crimea, civil service groups, local elected officials' groups, educational institutions, human rights organizations, civil society activists and academia engaged in gender equality promotion in Ukraine.
8. Ukrainian non-profit web-sites such as civic.org.ua (news about study tours, grants, training programs, internship, NGO's activity etc.); and <http://global.gurt.org.ua/> (GURT Resource Centre).
9. Professional resources and associations such as LGBT NGOs and the Facebook groups for PtP, USAID, and others.
10. Regional news sites, such as cure.org.ua, crimea-press.narod.ru, free-crimea.info and gazeta.crimea.ua.
- 11.



USAID
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**PARTICIPANT
TRAINING
PROGRAM**

VISITOR EXCHANGE REQUEST FORM FOR USAID/UKRAINE

A. General Information			
A.1 Program Theme: Tolerance and Diversity Strengthen a Democratic Society			
<p>City/Region (oblast) of Participants: Zakarpattia, Lviv regions</p> <p>Brief justification for selection of this location(s) to benefit from the program:</p> <p>Zakarpattia is a unique Oblast in Ukraine. Not only is it Ukraine’s “window” onto Europe because it borders Romania, Hungary, Slovak Republic, and Poland, but it also has a very diverse population. Beside Ukrainians, Zakarpattia is home to Hungarians (12%), Romanians (2,6%), Roma (“Gypsy”) (1,1%), Russians (2,5%), Slovaks (0,5%), Russins (0,8%), Germans (0,3%), Byelorussians (0,1%), Jewish (0,05%), Polish (0,04%), Moldovans (0,04%). Recently, two languages: Hungarian and Romanian were adopted as regional languages in Zakarpattia. Given Zakarpattia’s ethno-linguistic diversity, it is essential to provide locals with strong examples on tolerance promoted in education, sports, civil society and the public sphere, which is strengthens the regional capacity for integrity and development.</p> <p>The Lviv region’s strategic position at the heart of the Central Europe and as the gateway to the Carpathians has caused it to change hands many times over the centuries. It was ruled variously by Great Moravia, Kievan Rus', Poland, was independent as the state of Galicia-Volhynia, and then ruled by the Polish-Lithuanian Commonwealth, the Austro-Hungarian Empire, and Poland. Resulted from its geographical location and history, Lviv is a multinational city, where 94.8% of region's population is Ukrainians; 3.6% people are Russians; Poles account for 0.7%; there are also smaller German, Jewish, and Roma (“Gypsy”) minorities.</p>			
Intervention type (US = “Community Connections,” three weeks with home stays; 3 rd country = one week):		US: <input checked="" type="checkbox"/>	3rd country: <input type="checkbox"/>
Requested Country (if 3 rd country):			
A.2 USAID Contact			
USAID Officer			
Position			
Office			
Telephone Number			
Fax Number			
E-mail Address			
A.4 World Learning Partner Organization Contact			
Name			
Organization			
Address			

Tel.	
Fax	
E-mail	
A.5	Suggested Program Dates (preferred month/year): September 2013
A.6	Number of Visitors: 10
B.	Intended Group Results
B.1	Background Information (Key issues/challenges and their general context in Ukraine)
<p>Today, thanks to global transformation in transportation, information and communication technologies, our world witnesses unprecedented geographic mobility. The average person in Ukraine is increasingly exposed to and required to navigate ethnic and social diversity in their everyday life. As an aspiring member of the European Union, Ukraine must continue to develop the systems and institutions that protect and enfranchise minority groups and ensure a more tolerant society.</p> <p>America's ability to accept, integrate and benefit from diverse populations is one of its greatest assets and keeps the nation strong in the face of changing global conditions, including large and continuing inflows of immigrants. The proposed program will show participants from Ukraine how diversity issues are addressed in the U.S. The group will examine this theme specifically as it applies to youth. The main objectives of the program are to study how different institutions such as government and non-government organizations, media, schools, public libraries, museums, community centers address discrimination, stigma, negative stereotyping of some minorities, marginal and socially unprotected groups.</p> <p>Activities examined under this training program include but are not limited to tolerance education in schools, work with local communities on diminishing ethnic and religious tensions, activities of local authorities at uniting communities, law enforcement work with teenagers, local communities, religious leaders, and other activities that reinforce tolerance activities and support for minority rights in local communities.</p>	
B.2	Overall Professional Program Goals and Objectives
<p>Professional goal(s) (action-oriented, high-level: e.g., <i>Raise awareness about HIV/AIDS in Ukraine</i>):</p> <p>The main goal of the program is to increase the capacity of organizations that aim to address cultural and ethnic difference in a positive way that enhances understanding and leads to acceptance and even appreciation for diversity. Program is targeted to explore this topic with a special emphasis on youth application. It is expected that after learning about these issues, strong examples and best practices in the US, participants will adapt and apply what they have learned in the efforts of their own organizations and communities.</p>	
<p>Specific objective(s) (targeted, realistic):</p> <p>By the end of the program, EVs will be able to answer the following questions in general and with concrete examples from the host country:</p> <ol style="list-style-type: none"> 17. How have diversity and tolerance issues been addressed, generally, in the US? 18. How do US government and non-government organizations, media, schools, public libraries, museums, community centers address discrimination, stigma, negative stereotyping of some minorities, marginal and socially unprotected groups? 19. How does US law support ethnic diversity? 20. How has American culture transformed in its own fight with racism, stereotypes, and intolerance over the last 200 years? 21. What are some specific examples of how social advocacy and support services for minority groups in the US on the local level and community values, civil society, and American cultural norms support community involvement in tolerance activities? 	

22. What are some specific examples of how civil society organizations, as well as religious and cultural institutions, provide relevant educational and support activities to their community?
23. How do such organizations and groups develop educational and training programs as a means of encouraging tolerance and community support for minority integration?
24. How do American cultural standards of acceptance and tolerance and American culture inform the provision of social services and law enforcement in protecting and support underrepresented and at-risk youth in communities?
25. What are some concrete and general best practices in creating public—private partnerships in tolerance and advocacy activities?
26. How do organizations monitor and evaluate their educational and community outreach programs with respect to tolerance issues? How do grassroots organizations in the US work to support community dialogue, integration, and tolerance of non-mainstream cultures?
27. How are the media involved and how do they perceive their role?

How will this program inspire and prepare participants to implement changes in their home country?

Participants will see and learn about not only good examples but the long path behind them. It is expected that this exposure to realistic, real-life challenges and how they are resolved, as well as the continued struggle around them, will inspire participants to seek innovative approaches to parallel challenges in their home communities and organizations. Each participant will develop an Action Plan at the end of the program, which will serve as a guide to implement changes in their community in the region. Participants will be encouraged to develop professional networks with American organizations so that they can ensure promoting enhanced understanding and leads to acceptance and even appreciation for diversity.

Expected program outcomes:

- By 3 months after training, participants will share information about US best practices with colleagues and their professional community (through training, publications, social media). It is expected that participants will inspire discussion in their communities and organizations about issues of tolerance and diversity and the relevance or the US models and experiences that they studied during their program.
- By 6 months after training participants will implement their Action Plans.

Others:

B.3 Program Components

Why is the requested country preferred for this program?

Tolerance with respect to community integration is an issue that still daily affects American communities and institutions, but is one that has been significantly analyzed and approached from a multitude of methodologies throughout America in a hugely diverse range of communities. American support agencies, local governments, and nonprofit organizations have developed many innovative systems for the administration, funding, and outreach efforts of community based programs focusing on tolerance and community building. The sheer impact of seeing a society and a culture that works to accommodate the needs of its citizens can have a dramatic impact on program participants and will encourage high levels of continued involvement with their American counterparts.

Any of a number of diverse American city centers may be of interest for this program – including urban areas with well established groups that are culturally and linguistically distinctive. Given that Zakarpattia is mostly rural, another possibility might be a smaller town in a more rural setting

where waves of immigrants have suddenly and radically changed the ethnic makeup of a more established community and presented challenges for the education system. The most preferable combination that reflects group structure is a small diverse community/town with convenient access to the bigger city with various national groups.

It is important that the cities and communities in focus should not be especially well-known for their tolerance of diversity. Some cities, such as San Francisco, Indianapolis and Chicago, are famous for the extent to which all minorities and lifestyles are welcome. Other locations where tolerance has been a more difficult process would be also relevant for this group.

Suggested general or specific site-visits (types of organizations and sites, as bullets):

Schools, Community Centers, municipal government, non-government organizations, media, public libraries, museums, law-enforcement agencies – focused on tolerance and diversity, with an emphasis on youth.

Suggested topics (bullets):

Elements that should be included in the program:

- Consideration of the legal underpinnings of tolerance in the host community. Participants should be briefed on how acceptance of diversity and protection of minorities is codified in the American legal system and enforced.
- Review of public service and awareness campaigns by both government and nongovernmental entities.
- Visits to local organizations such as the YMCA or other community-based institutions that include tolerance and respect for diversity in their programming.
- Visits to local schools and discussions with educators and administrators to see how tolerance and respect for diversity and human rights is integrated into curricula and addressed at schools in general.
- Discussions with local media (newspapers, broadcasters) to understand how they ensure fair and balanced reporting on ethnic issues.

Required Components:

Action Planning is a required component of all PTP training that helps participants synthesize what they are learning and develop plans to put their new information and insights into action. For US programs, 3 facilitated action planning sessions are required and participants must complete training with a written action plan, intended for implementation, that the program organizers will collect before the group departs.

Others (if any):

B.4 Overall Cultural Program Goals and Objectives (more emphasized for US programs)

Any specific cultural objectives for this program? (specific requirements, volunteer activities, etc.)

The professional program must have an intensive cultural component. Participants will be exposed to American culture through home stays with US host families, daily communication with their professional counterparts, and participation in various cultural and social events organized by the hosting organization and host families. A volunteer/community service experience must be included.

How will exposure to US (or third country) culture benefit this group?

Exposure to US culture in an informal and ethnic/cultural setting will benefit by removing cultural and professional barriers between group members and encourage them to think and interact as a

team. On their return to Ukraine, this will hugely facilitate their interaction and the driving of reforms within their associations and in public-private interaction at the local, regional and national levels.

C.1 Summary of Desired Group Profile

Description of group profile – types of organizations, communities, etc:

This program is open to:

- Local government officials with policymaking roles related to minority issues, in particular with youth
- Educators – School directors, teachers or members of the regional or city educational authority
- Non-government and think tank representatives
- Directors/managers of regional museums and community houses with youth-related leadership potential who are open to new ideas and experiences
- Media representatives with relevant portfolios/specialty areas
- Leaders of ethnic minority groups

C.2 Visitor Profile

All selected candidates will be capable of working in a team environment. All candidates will have a minimum of three years experience and a demonstrated willingness to remain within their field for 5 years following their trip to the US. Selected participants will present applications that demonstrate their interest and commitment regarding tolerance and diversity, especially in youth populations.

C.3 Recruitment

Participant recruitment: Brief description of open, competitive approach tailored to this program:

Open recruitment in target areas in addition to targeting individuals within and related to the target areas and themes. Candidates to be identified through interviews involving USAID and PtP program representatives as well as experts and potentially representatives of relevant industry association or other key partner in this field.

Recruitment is expected to include the following specific elements for this program:

1. Ukrainian non-profit web-sites such as civic.org.ua (news about study tours, grants, training programs, internship, NGO's activity etc.); and <http://global.gurt.org.ua/> (GURT Resource Centre)
2. Professional resources and associations such as Press-center and the Facebook groups of PtP and USAID.
3. Sites with regional news such as zakarpattia.net.ua and zik.ua.
4. Other social media channels such as relevant LinkedIn and Twitter pages
5. Professional and alumni listservs such as IREX and CC.
6. One or more press-conferences for local journalists, non-government, government and

business representatives

7. Professional meetings such as those of Nationalities and Religions Department of the Transcarpathian Regional State Administration and of the Lviv Regional State Administration.



USAID
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**PARTICIPANT
TRAINING
PROGRAM**

VISITOR EXCHANGE REQUEST FORM FOR USAID/UKRAINE

A. General Information			
A.1 Program Theme: Innovation in Education			
City/Region (oblast) of Participants: Kyiv region			
Brief justification for selection of this location(s) to benefit from the program: Kyiv Region as large metropolis with a critical mass of schools, museums and NGOs with the capacity or interest in implementing innovative and educational programming and outreach.			
Intervention type (US = "Community Connections," three weeks with home stays; 3 rd country = one week):		US:	3rd country: <input checked="" type="checkbox"/>
Requested Country (if 3 rd country):			
A.2 USAID Contact			
USAID Officer			
Position			
Office			
Telephone Number			
Fax Number			
E-mail Address			
A.4 World Learning Partner Organization Contact			
Name			
Organization			
Address			
Tel.			
Fax			
E-mail			
A.5 Suggested Program Dates (preferred month/year):			
A.6 Number of Visitors: 10			
B. Intended Group Results			
B.1 Background Information (Key issues/challenges and their general context in Ukraine)			
The Ukrainian educational system is organized into five levels: preschool, primary, secondary, higher and postgraduate education. In almost 20 thousand Ukrainian schools 4.3 million pupils are taught by 0.5 million teachers.			

Primary school includes three levels – younger, middle and senior. Nine years of primary schooling are mandatory in Ukraine, another two are optional and required for those students who want to enroll to Ukrainian universities. As a rule, primary schooling begins at the age of six and ends at the age of seventeen. The amount of state budget financing for the sphere of education reached about 6% of Ukraine's GDP. Schools' funding is split between city budget and national Government budget. Since January 1, 2010 schools have been allowed to manage independently financial resources received from the state budget.

In transition period the Ukrainian educational system has gradually changed to comply with modern international requirements and to meet European Union standards. As such, the Soviet-time ten years of school education was increased to eleven years. Other changes affected not only a number of educational institutions in Ukraine, their affiliations and forms of property, but also type of activities available for students and curriculum.

Ukrainian teaching and learning methods lag behind current international trends. The teacher-centered model, the 'frontal' and 'directive' approach and lecturing, still dominate the Ukrainian classroom. Compared to Western education, the Ukrainian school system is based on regularly testing the knowledge of school graduates through state examinations. In addition, as in all post-Soviet countries, this system is more focused on math and science rather than on arts and sports.

The combination of the following teaching practices implemented in schooling is internationally recognized as innovative – *student-centered pedagogies, expanding learning beyond the classroom, and technology-enhanced learning* (using ICT).

Student-centered approach versus teacher-centered approach puts the student as the focus of learning processes and allows learning in compliance with individual relevance and specifies personal interests, learning pace, needs and choice. It includes teaching and learning practices that are based on methods such as projects and case studies, collaboration and team work, self-regulation and assessment.

Expanding learning beyond the classroom includes a wide range of opportunities that are not limited to involving various groups and organizations in educational process, i.e. parents, experts and community members, studying outside schools in museums, theatres, libraries, along with promoting cross-subject, international, and cross-cultural collaboration, understanding and partnerships. Possibilities for learning beyond the classroom can take many forms and the benefits that they can provide are endless.

Technology-enhanced learning is a way to upgrade existing educational models and create new innovative models. It is both relevant and essential for both teachers and students to modernize learning process and improve its effectiveness and efficiency, making the learning process more interesting, personalized and challenging.

Integration of innovative teaching methodologies into the regular school curriculum is the way to develop key competences at the national/country level that is critical for country's competitiveness and sustainable development.

Generally speaking, students in Ukraine are not encouraged to express their opinions or to explore and develop their own solutions. Integration of such concepts as debate, problem solving, group work, project-based activities, adventure learning, trial and error experimentation, are not common. However, these practices are increasingly becoming a part of the international education system, including Bologna-based systems, leaving Ukraine behind the education curve.

Museums, NGOs, and foundations can serve as additional resources to schools in terms of implementing a more modern curriculum. Programs such as this year's extremely popular Spark! Lab exhibit at Art Arsenal or the new Experimental Museum in Podil can encourage children to apply what they learn or, conversely, discover new reasons to study. Also, these museums and NGOs can be important incubators and disseminators of new teaching practices and activities since they are not bound by the same staffing and curricular restrictions as state-funded institutions.

B.2 Overall Professional Program Goals and Objectives

How does this program link with other current or planned USG activities?

This program will support the efforts of Ukrainian government to raise the standards and improve the quality of education and is built on previous US Embassy in Ukraine/Public Affairs programs including Tech Camp, a Public Affairs education innovations program, a Spark Lab and an International Visitor Leadership group on innovations, invention and youth that travelled last year.

How does this program support the USAID/Ukraine Country Development Cooperation Strategy and which IRs does it support?

XXX

Professional goal(s) (action-oriented, high-level: e.g., *Raise awareness about HIV/AIDS in Ukraine*):

The main goal of the program is to improve the conditions of teaching and learning in Ukrainian secondary schools and promote modernization of content along with integrating best practices through educational innovation in the context of Ukraine's ongoing education reform.

Specific objective(s) (targeted, realistic):

By the end of the program, EVs will be able to answer the following questions in general and with concrete examples from the host country:

13. The overarching questions is: How does the modern Austrian education system incorporate the principles of *student-centered pedagogy, expanding learning beyond the classroom, and technology-enhanced learning – and other innovations as understood in the Austrian context?*
14. How the Austrian schooling system is organized and what are the main organizations involved in promoting innovative teaching methods in Austria?
15. What are the main innovative teaching methods utilized in Austrian schools?
16. What EU and international initiatives and programs are implemented in Austria? How schools, teachers and students are benefited from the involvement in such initiatives and programs?
17. How do Austrian schools and other entities use innovation research to develop new programming?
18. What are the most effective methods that encourage students to express their opinions, as well as explore and develop their own solutions?
19. How museums, NGOs, and foundations, local communities, parents' organizations can serve as additional resources to schools in terms of implementing new teaching methods and a more modern curriculum?
20. What are the main institutions involved in providing educational training for teachers?

How will this program inspire and prepare participants to implement changes in their home country?

The program is expected to create better collaboration between various groups that work in education reform and foster a nucleus of professionals who are dedicated to modernizing curricula and teaching techniques away from the soviet, teacher-centered, top down system. Participants should be educators, museum directors, government and non-government agencies representatives.

Expected program outcomes:

- By 3 months after training, participants will share information about US best practices with colleagues and their professional community (through training, publications, social media). It is expected that participants will inspire discussion in their communities and organizations about modern methods in rehabilitation of disabled children.
- By 6 months after training participants will implement their Action Plans.

Others:

B.3 Program Components

Why is the requested country preferred for this program?

Austria was selected for this training for the following reasons:

- Clear structured school system that has some resemblance with the Ukrainian school system, therefore it is easy to understand its organization by Ukrainian training participants
- Active participation of Austria in international and EU-funded and coordinated projects and initiatives that are targeted to boost implementation of innovative learning methods in school
- Impressive number of national initiatives and projects sponsored by Austrian government to improve the Austrian school system and make learning process more innovative

Austria has a free and public school system, and nine years of education are mandatory. The Federal Ministry of Education is responsible for funding and supervising primary, secondary, and, since 2000, also tertiary education. Primary and secondary education is administered on the state level by the authorities of the respective states. Schools offer a series of vocational-technical and university preparatory tracks involving one to four additional years of education beyond the minimum mandatory level.

EU Commissioner for Education, Culture, Multilingualism and Youth emphasized that the added value of EU initiatives in the area of education is to “expose teachers and schools to different approaches and expertise, which results in more innovative solutions in the classroom.” Statistics shows that eight out of ten people engaged in EU-sponsored education-related initiatives contribute to implementing innovative teaching methods and improving learning materials.

Major international and EU-funded school initiatives that Austrian school teachers and students are involved include the following:

- *European Network of Innovative Schools (ENIS)* - the purpose of the project is to support schools to effectively implement ICT in teaching and learning and ultimately improve quality of education in Europe with a special focus on promoting the European dimension in education.
- *Environment and School Initiative (ENSI)*- under the umbrella of OECD this project supports educational developments that promote environmental understanding, active approaches to teaching and learning, and citizenship education, through research and the exchange of experiences internationally.
- *UNESCO Schools Network* – targets to secure world's peace and understanding of people, specifically this initiative is focused on promoting UN and its role in solving global problems, intercultural learning, human rights, democracy and tolerance and preserving environment and world heritage.
- *Naturbild Project* – the purpose of this project is to develop a new teaching strategy to help children moving from pre-school to primary school.

In addition Austria has a broad spectrum of national programs, centers and initiatives to support innovation in education, among the key are the following:

- *Innovations Bring Schools to the Top Program (IMST)* - purpose is to improve teaching in math, science, information technology, German language. This program helps teachers to implement innovative learning technique and support them with information on innovative approaches, funding and organization of activities.
- *National Digital Competence Program* – purpose is to integrate ICT into curricula of teaching various subjects
- *National Centre for Personal Development and Social Learning (ÖZEPS, www.oezepts.at)* – purpose is to encourage the development of two key competences: social competences and learning to learn. ÖZEPS aims to develop these competences through individual learning, constructive learning assessment, the development of personality and social learning in the classroom. In addition, ÖZEPS tackles the problem of preventing violence in schools.
- *Center of Citizenship Education* – purpose is to help teachers to assess students' ability think conceptually and independently make decisions.
- *Programme Ecologisation of Schools (ÖKOLOG)* - purpose is to blend ecological approach with schooling. Specifically, schools define main parameters of the local environment (ecological, technical and social) and then based on the assessment results develop objectives, targets and activities to address issues. In addition, they design quality criteria to evaluate implementation of the proposed activities.
- *Entrepreneurship Education for School Innovation* – purpose is to provide teachers with learning materials to develop entrepreneurial skills of school students.
- *Fund for Health Education and Education for Sustainable Development* – purpose is to provide modest funding for schools to promote environmental and health education and implement projects in these two areas.
- *National Environmental Performance Award for Schools and Educational Institutions* - purpose is to identify highly committed schools and award them.

Suggested general or specific site-visits (types of organizations and sites, as bullets):

Activities should include meetings with government of different levels that are involved in education supervision and oversight; schools engaged in international, EU and Austrian educational programs and initiatives; educational centers and associations; parent organizations; various educational organizations; NGOs; museums; foundations and think tanks and other institutions that research and promote education reform

Illustrative list of suggested meetings:

- *Austrian Federal Ministry for Education, the Arts and Culture Ministry of Education*
- *Statal government bodies* responsible for supervision of educational organizations on state level
- *Federal Institute for Education, Research, Innovation and Development of the Austrian School System* (Bundesinstitut für Bildungsforschung, Innovation und Entwicklung des österreichischen Schulwesens) that is responsible for the development of these standards as well as for the education and training of teachers
- *Teacher Training Colleges* ((Pädagogische Hochschulen) - educational organizations responsible for conducting trainings and providing guidance to teachers
- *Institute of Instructional and School Development* (IUS) of the Klagenfurt University – key organization to implement national program “Innovations Bring Schools to the Top”
- *Austrian Educational Competence Centres* (AECC) – main institutions in Austria involved in developing main competences identified by Country National Strategy
- *University Colleges of Teacher Education* (Pädagogische Hochschulen)
- *Forum for Environmental Education*
- *Schools engaged in international and national programs and Centers* that implement these programs

Suggested topics (bullets):

Program activities should include familiarizing participants with all aspects of developing innovative new curricula, implementation of modern learning approaches and review of the new research and data driven analysis that supports curriculum development, an overview of how schools and other entities use various resources to develop new programming, and integration new programs into professional development and its application in the classroom.

Required Components:

Action Planning is a required component of all PTP training that helps participants synthesize what they are learning and develop plans to put their new information and insights into action. Three facilitated action planning sessions are required and participants must complete training with a written action plan, intended for implementation that the program organizers will collect before the group departs.

Others (if any):

B.4 Overall Cultural Program Goals and Objectives (more emphasized for US programs)

Any specific cultural objectives for this program? (specific requirements, volunteer activities, etc.)

Given the short duration of the program (one week) there are no specific cultural objectives predetermined for the program.

How will exposure to US (or third country) culture benefit this group?

In general, training in a European country that is a member of the European Union will expose Ukrainian participants to the culture, mentality and lifestyle of a former communist EU member state, as well as encourage them to feel like being part of Europe. Ukrainian participants will remove cultural and professional barriers between group members, thinking and interacting as a team. On their return to Ukraine, new knowledge together with team spirit helps to facilitate their interaction and intention to initiate changes within their organizations to contribute to reforming Ukrainian education system.

C.1 Summary of Desired Group Profile

Description of group profile – types of organizations, communities, etc:

This program is open to:

- Ministry of Education and Science specialists,
- Education department heads,
- Government officials with policymaking related to innovative technologies in education,
- School Senior Administrators,
- Education and youth programming specialists from museums,
- NGO-based specialists

C.2 Visitor Profile

All selected candidates will be capable of working in a team environment. All candidates will have a minimum of three years experience and a demonstrated willingness to remain within their field for 5 years following their trip to the US. Selected participants will present applications that demonstrate their interest and commitment regarding innovation in education.

C.3 Recruitment

Participant recruitment: Brief description of open, competitive approach tailored to this program:

Open recruitment in target areas in addition to targeting individuals within and related to the target areas and themes. Candidates to be identified through interviews involving USAID and PtP program representatives as well as experts and potentially representatives of relevant industry association or other key partner in this field.

Recruitment is expected to include the following specific elements for this program:

1. Ukrainian non-profit web-sites such as civic.org.ua (news about study tours, grants, training programs, internship, NGO's activity etc.); and <http://global.gurt.org.ua/> (GURT Resource Centre)
2. Professional resources and associations such as Press-center and the Facebook groups of PtP and USAID.
3. Sites with regional news such as www.osvita.org.ua.
4. Other social media channels such as relevant LinkedIn and Twitter pages
5. Professional and alumni listservs such as IREX and CC.
6. One or more press-conferences for local journalists, non-government, government and education representatives.
7. Professional meetings such as those of Ministry of Education and Science of Ukraine, Academy of Pedagogical Science, City/Regional Department of Education and Science.