

Success stories

2025

The 'Future Leaders of European Integration 2' project

More inside



The “Future Leaders of European Integration” project aims to strengthen the participation of young people from vocational education institutions and rural communities in democratic processes, and to foster a positive attitude towards European integration. The initiative combines training, educational and practical components, including the provision of mini-grants that enable young people to implement their own initiatives in the fields of democratic development, European integration and anti-corruption activities.

The main objective of the project is to increase the level of participation of young people in their communities’ democratic life and to strengthen their capacity to influence local politics and the decisions of public authorities.

During 2025, 16 in-person training sessions were held for 100 students from vocational and technical educational institutions (at least 50 per cent of whom were women). Participants gained knowledge of democratic principles, the role of civil society, anti-corruption mechanisms and EU integration processes, as well as skills in project planning and implementation. Four online peer-to-peer workshops involving

Ukrainian young people and German experts helped to foster intercultural dialogue, exchange experiences of democratic practices and strengthen international solidarity.

Ten active representatives of Ukrainian youth received mini-grants to implement their own initiatives on European integration at a local level. This enabled participants not only gain knowledge but also put their own ideas into practice within their communities. Their projects were aimed at developing critical thinking, promoting European values and strengthening democratic culture.

Alongside the training activities, a large-scale online information campaign was carried out, which highlighted the project’s key events, shared participants’ stories and helped to disseminate information more widely amongst Ukrainian youth.

As a result of the initiative, over 2,000 people gained new practical experience, whilst more than half a million Ukrainians learnt about the project’s activities. This demonstrated that, with the right support and knowledge, Ukrainians are capable of bringing ideas to life that bring about real change.



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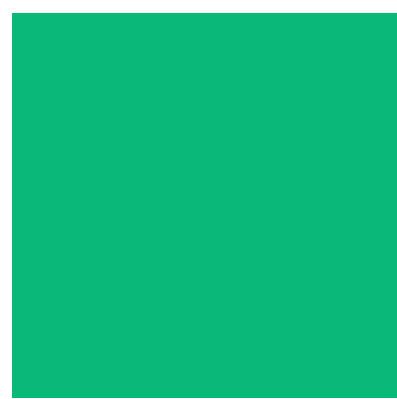
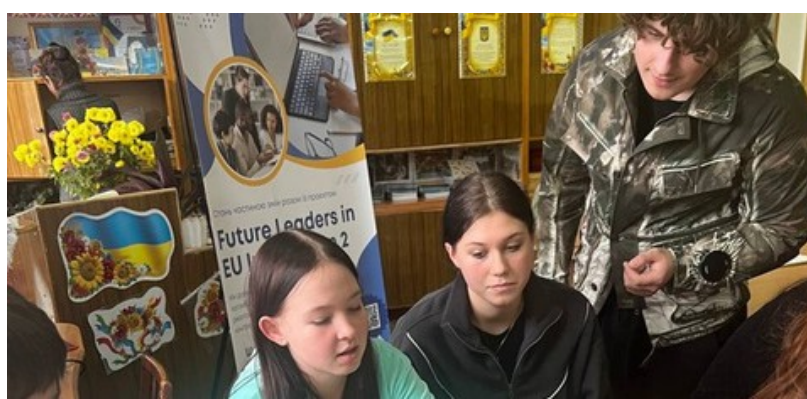
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01 SMALL STEPS THAT LEAVE A GREEN FOOTPRINT

How the young people of Pavlohrad turned environmental awareness into concrete action

Official title

'Green Generation: Young People's Environmental Awareness'

Institution

Pavlohrad Vocational College of the National Technical University
'Dnipro Polytechnic'

City / region

Pavlohrad, Dnipropetrovsk Oblast

Initiator

Oleksii Hospod

During the eco-clean-up, the students worked in teams, collecting litter whilst competing to see who could make the area the cleanest. This was a case where environmental education ceased to be merely a topic in a presentation and ended up literally in the participants' hands – in the bags of collected waste, in their collaborative work, and in the simple realisation that the state of the space around them depends on them too.



For Stanislav, this experience proved more important than the competition format itself. After the event, he articulated one of the key ideas behind the whole project: even small actions can bring great benefits to nature. It is through such small but visible steps that the 'Green Generation' team has built its story of change.

Environmental responsibility often remains an abstract concept for young people: sorting waste, avoiding unnecessary plastic, protecting green spaces – it all sounds right, but doesn't always translate into everyday behaviour. The team decided not just to talk about **the environment**, but to give students the chance to put the principles of an environmentally conscious approach into practice straight away.

The project was based on three activities of different formats, which formed a sequence: identifying the problem, changing one's own habits, and creating something sustainable. The first was the 'Green Steps Ukraine' campaign. The team eco-plogging session combined physical activity with cleaning up the local area and demonstrated that environmental responsibility need not be didactic, but can instead be dynamic and unifying.

"After the eco-plogging session, I realised that even small actions can bring great benefits to nature." — Stanislav

The second step was the 'My Eco-Shopper' workshop. Here, the environmental theme moved from the public sphere into everyday life. The young people discussed plastic waste, conscious consumption and European eco-practices, and then each participant created their own reusable bag. The third activity – 'Green Country' – left behind the most visible physical result: students and lecturers planted trees on the college grounds and in neighbouring courtyards.

In each activity, the young people were offered a different way to get involved. During the plogging session, the result was immediately visible: the area became cleaner. At the workshop, responsibility took on a personal dimension – the eco-bag became a practical alternative to single-use plastic. And planting trees added a long-term perspective: the result of this work does not disappear once the event is over.

Following the activities, the team assessed that the students had begun to take a more responsible approach to the environment. The initiative group also strengthened their teamwork skills. The project marked the start of a kind of environmental relay race to keep the environment clean – in other words, the change lay not in a single cleaned-up space or a few planted trees, but in the emergence of behaviour that can be repeated.

The project was carried out amidst frequent shelling and power cuts. In the report, the team emphasises that despite difficult nights and instability, the students continued to help organise the events. This circumstance adds another dimension to the story: the environmental initiatives were not carried out outside the context of the war, but within it – with the need to simultaneously ensure the substance, safety and ability to continue the work.

When the project ended, it left behind more than just photographs and reports. It left behind trees, reusable eco-bags, the experience of collective environmental action, and a simple idea formulated by the participants themselves: a big result can start with a small step. Young people realised that a cleaner and greener environment does not happen by itself – it is created by people who decide to take action.

РЕЗУЛЬТАТ У ЦИФРАХ



02 FROM AN IDEA TO THE COMMUNITY'S VOICE

How young leaders in Cherkasy learnt not
wait for change, but to propose them

Official name

'Leaders of European Change' 'School of Active Citizens'

Institution

Cherkasy Higher Vocational College

City / region

Cherkasy, Cherkasy Region

Initiator

Vladyslava Ivashchenko

Artem is training to be a baker and pastry chef, is involved in the student council, and organises musical and environmental events. He didn't attend the youth hackathon as a passive listener: he already had his own ideas about how to change Cherkasy. During the project, his peers heard and supported these ideas, and the future Youth Space provided a specific venue for putting them into practice. Artem decided to organise a series of European music evenings there, which will promote intercultural dialogue.



This is one of the most accurate indicators of a youth project's success: people leave the event not only with new knowledge, but with a plan of action of their own. The team worked with young people who needed more than just information about the European Union. Far more important was the practice of active citizenship

– the ability to work in a team, propose solutions, defend one's position and see oneself as a participant in community development.

The project was designed as a practical leadership programme. Participants modelled European Union institutions, developed hypothetical legislative initiatives, drew up a leader's code of conduct, tackled local issues, presented ideas and learnt to allocate resources. The culminating idea was the creation of a Youth Space – a place where activities could continue after the grant had ended.

The first workshops focused on the very concept of leadership. Through team exercises, participants explored trust, responsibility and mutual support. During the second workshop, they were already modelling the workings of EU institutions and had developed three legislative initiatives. The next step was the hackathon 'How to transform Cherkasy into a European city'. Here, the focus shifted from 'what is leadership?' to 'what exactly do we want to change?'.

"I've got ideas on how to change the city, and I'm delighted that my friends have backed them." — Artem

The 'Youth Shaping Europe' Ideas Fair opened up an even wider circle of collaboration. The students met with other youth leaders from the city, resulting in an agreement on further cooperation, the preparation of joint European integration events in 2026, and the intention to sign a memorandum of cooperation.

The turning point came when the results ceased to belong solely to the organisers. Artem was planning his own music evenings. After getting to know the youth assembly, Olga was already talking about a joint annual programme of events. Other participants gained the Youth Space as a base for future initiatives. In this way, the young people gradually moved from being the target audience to becoming co-organisers and initiators of future activities.

The programme was delivered under unstable conditions. Due to a lack of heating and power cuts, the educational institution partially switched to online teaching, and some event dates had to be rescheduled. Not all students, particularly those living in rural areas, were able to participate in face-to-face activities with the same ease. Air raid alerts also cut short practical sessions, as participants had to take shelter.

The project's most significant legacy is the Youth Space and the network of connections surrounding it. Participants plan to organise their own training sessions, presentations and European integration activities, and to work with youth councils, Euroclubs and other communities. The ideas that emerged during the hackathons and workshops could form the basis for new projects. Leadership here began the moment the personal 'I want to change' turned into the collective 'we can do this'.



РЕЗУЛЬТАТ У ЦИФРАХ



189

учасників
долучилися
до проекту



138 і 51

жінок і 51
чоловік



166

студентів



55 • 9 • 30

ВПО, осіб
з інвалідністю,
представників
інших вразливих
груп



5

основних
заходів



03 SPEAKING SO THAT YOU ARE HEARD

How non-violent communication became a practical tool for young people in Vinnytsia

Official title

'Eco-Talk: Youth Unity for Sustainable Communication in Ukraine and Europe'

Organisation

Vinnytsia Industrial Vocational College

City / region

Vinnytsia, Vinnytsia Oblast

Initiator

Anna Melnychuk

After the training, Olga noticed changes not at the next educational event, but at home and in her everyday interactions. She learnt to talk about her own needs without making accusations, and this, she says, helped her resolve conflicts with her family and better understand her classmates and lecturers. This is a very personal outcome, but that is precisely why it is important.



Democracy, tolerance and respect can easily remain just big words. Eco-Talk brought them into the realm of everyday dialogue: how you speak when you're angry; whether you know how to listen; whether you can explain your needs without attacking the other person. Conflicts and misunderstandings are part and parcel of any youth community, and it is particularly difficult to engage in dialogue when emotions are running high and there is a lack of experience in resolving disputes constructively.

The team saw this as more than just a psychological or communication problem. The capacity for dialogue, empathy and non-violent interaction is directly linked to a democratic culture. Therefore, the project focused on non-violent communication (NVC) and on how to apply it not just in theory, but in real-life situations.

During the reporting period, the team held five events on the topics of environmental communication and non-violent communication. In addition, six informational posts were published on social media. The principle was simple: participants should not just hear about NVC, but receive a clear step-by-step guide that can be used within a team, a study group, a family or during a disagreement.

"I've finally understood how to talk about my needs without making accusations." — Olga

The first important step is to learn to separate your own feelings and needs from blaming another person. The next step is to try out these tools when interacting with a group. It was here that it became clear that NVC is not a 'magic formula': understanding the principle is much easier than applying it during a heated conflict. The third step is passing on this knowledge. Some of the students began running mini-workshops and, in doing so, transformed themselves from participants into advocates of the new approach.

The project proved successful when participants began to describe specific changes in their relationships. Olga spoke about conflicts within her family. Maksym spoke about a reduction in misunderstandings within the group and the ability to work together on joint initiatives. Anastasia saw a direct link between non-violent dialogue and democratic values. This is no longer merely a case of 'learning new information', but a change in the way people interact.

The report identifies the main challenge as not being organisational obstacles. The timetable was adhered to. The behavioural change itself proved to be more difficult. Participants were able to grasp the principles of NVC during the training, but applying them in stressful situations proved more difficult. Dmytro explicitly noted that during heated arguments with fellow group members, the non-violent approach still proved difficult to apply. The success of the project here does not mean an instant change in every reaction – it means the emergence of a tool and a practice that can be developed.

Eco-Talk's greatest potential lies in its ability to spread from person to person. Mini-training sessions have already become one way of passing on knowledge. But even more importantly, the principles of non-violent communication can continue to be practised without a specific event

– in every disagreement where a participant chooses first to explain rather than accuse; to listen rather than interrupt. In this way, the European value of respect ceases to be a mere declaration and becomes a way of conversing.



РЕЗУЛЬТАТ У ЦИФРАХ



200+

людей було
залучено до
проєкту



125 і 75

приблизно 125
дівчат і 75
хлопців



29%

учасників –
ВПО



32%

малозабезпечені,
багатодітні та
інші категорії



5 і 6

заходів і 6
інформаційних
постів



04 DEMOCRACY THAT CAN BE EXPERIENCED, DISCUSSED AND PASSED ON

How young people in Cherkasy turned European values into their own initiatives

Official title

'Generation EU: Leaders of Ukraine's European Future (discussion club)'

Organisation

State Educational Institution 'Cherkasy Higher Vocational College'

City / region

Cherkasy, Cherkasy Region

Initiator

Kateryna Vereshchagina

After playing the interactive game 'Democracy Within You', Anna didn't just conclude that the event had been interesting. She saw it as a tool. When friends from Cherkasy National University invited her to visit, Anna ran the same game with other students. After the first attempt, she decided to run it again. This episode illustrates the key outcome of Generation EU: participants not only gain experience but also transfer it to a different setting.



The project worked with students at a vocational college, in particular with young people from rural areas, internally displaced persons and members of socially vulnerable groups. The need went beyond simply acquiring knowledge about the EU. Young people needed safe spaces where they could discuss issues, ask difficult questions, learn to defend their views, understand their rights and talk about Ukraine's role in the European context.

The team set up a discussion club comprising a series of different formats. Democracy could be 'simulated' in a team task. Human rights could be explored with an expert. European integration could be discussed with peers. The experiences of internally displaced persons (IDPs) were heard first-hand at the integration hub. And the whole programme concluded with debates, where participants had to not only know the facts but also put forward arguments.

The first event was the game 'Democracy Within You'. Young people made collective decisions, tackled democratic challenges and practised listening to others. Legal literacy was the next stage: with the participation of the regional coordinator for the Human Rights Commissioner, participants discussed rights and freedoms as the foundation of civic culture.

"I was intrigued by the possibility of using such a tool to improve the learning process." — Anna

The dialogue at the Kherson Integration Hub for IDPs took on a special dimension. Young people and displaced persons discussed their experiences, plans and Ukraine's European future. For Alina, who had herself been evacuated from the Kherson region, this meeting culminated in a concrete agreement – to hold a series of baking workshops for the hub's participants. The final session – a debate entitled 'Human Rights: The Language of a European Future' – combined a quiz, team challenges, legal concepts and argumentation.

Generation EU really came into its own when the activities began to take on a life of their own, without the organisers. Anna took the game to another university. Bohdan arranged to hold a 'European Quest' for secondary school pupils. Alina offered to run workshops at the hub. These three different stories share a common thread: 'I took part' turned into 'I'll organise it myself'.

Part of the plan had to be adapted due to a lack of heating, prolonged power cuts and the partial shift to online learning. For students from rural areas, online and hybrid participation was further complicated by a lack of technical resources. When the heating was restored in mid-November and the power cut schedules became more predictable, the team was able to continue its activities.

Information was shared via social media, messaging apps, television and radio. But for sustainability, something else is more important: the participants themselves began to organise subsequent activities. Anna runs a game for other students. Bohdan is preparing a quest. Alina turns a new acquaintance into a masterclass. In this way, the discussion club extends beyond the confines of a single room, and democracy becomes not merely a definition, but a practice of engaging others.



РЕЗУЛЬТАТ У ЦИФРАХ



271

людина взяла
участь у проєкті



200 і 71

жінок і
71 чоловік



264

учасники —
молодь



86 · 32 · 55

ВПО, осіб
з інвалідністю,
представників інших
вразливих груп



5

ключових
освітніх форматів



05 WHEN THE CITY BECOMES A COMMON CAUSE

How 'EuroYouth' turned participants into an active community

Official name

'EuroYouth: Integration through Values'

Establishment

Pavlohrad Vocational College of the National Technical University
'Dnipro Polytechnic'

City / region

Pavlohrad, Dnipropetrovsk Oblast

Initiator

Dmytro Danilov

The emotional highlight of the project was a street flash mob. Teenagers took part in the joint activity, children joined in nearby, and passers-by stopped, smiled and showed their support for the young people. In their report, the team recalls the excitement in the participants' eyes and the feeling that they were part of a great collective endeavour. For a youth project, this is a very accurate description: change becomes visible the moment the activity moves out of the classroom and into the city.



The 'EuroYouth' team worked with **young people**, students, internally displaced persons and other vulnerable groups. The project was based on the need to provide participants not only with knowledge, but also with practical experience of civic engagement and project management – particularly in conditions of uncertainty. It was not so much about explaining how to bring about change, but rather about allowing young people to go through this process themselves.

The report lists three planned and implemented activities. Detailed descriptions of these activities are not provided in the final report; therefore, this account is based on the recorded outcomes and methodology: project management, civic engagement, teamwork, media content creation, social campaigns and the 'peer-to-peer'. It was precisely this combination that enabled participants to be more than just listeners.

Young **people** learnt to organise social campaigns, work together and create media content on socially important topics. At the same time, practical activities helped them realise that project work is not just a document with a plan, but involves people, roles, decisions, communication and the ability to adapt. According to the organisers, the 'peer-to-peer' principle worked particularly well. Young people engaged more effectively when knowledge was shared through horizontal interaction, rather than solely in the format of a traditional lecture.

'They felt part of a great collective endeavour.' — from the project report

Street campaigns and flash mobs provided a space where this team spirit became visible to other city residents. The report cites the creation of an active community as the main outcome. Participants not only gained knowledge of project management, but also demonstrated solidarity and began to develop their own initiatives. The team explicitly refers to the project as a catalyst for new youth-led ideas in Pavlohrad.

The project schedule had to be adjusted due to prolonged emergency power cuts and constant air raid alerts. The team notes that this affected not only the organisation but also people's physical and mental well-being. Rigid planning in such conditions proved less effective than the ability to adapt the format and timelines. Despite this, the full range of planned activities was carried out.

The organisers cite the community, which is ready to scale up the experience, as the most important outcome. That is precisely why 'EuroYouth' should not be assessed solely on the basis of its calendar of activities.

The project gave young people a practical understanding of how to organise a social campaign, how to communicate about it, how to work as a team and – just as importantly – how not to give up on an idea when external circumstances disrupt the original plan. In the context of 2025, adaptability has itself become a civic competence.



РЕЗУЛЬТАТ У ЦИФРАХ



232

людини були
залучені до
проекту



195

студентів



21 і 3

підліток і 3
дітей



69

учасників —
представники інших
вразливих груп



3

заплановані заходи
реалізовано



06 UNITY IN ACTION

How sport helped young people in Pavlohrad to appreciate the value of trust, respect and fair play

Official title

'European Start – Youth and Sport Without Borders'

Organisation

Pavlohrad Vocational College of the National Technical University
'Dnipro Polytechnic'

City / region

Pavlohrad, Dnipropetrovsk Oblast

Initiator

Daria Barmina

During the quest, the team received letters for completing sporting and creative tasks. At the end, these formed the word 'UNITY'. This was a simple yet apt metaphor: the final result cannot be achieved if anyone tries to complete the route on their own. Mykhailo recalled the running, the puzzles, the dancing, the shared challenges and, ultimately, the word that summed up the whole experience.



Sport is often perceived primarily as physical training or competition. The project team saw broader potential in it. Through sporting and interactive formats, young people were able to practise things that are difficult to teach through lectures alone: trust, following the rules, mutual support, emotional control, fair competition and responsibility for one's partner. That is precisely why European values in this project were not a separate theoretical module – they were demonstrated through behaviour.

Three main activities showcased different aspects of sport. The 'Unity' quest combined physical, creative and intellectual tasks. A masterclass on basic wrestling techniques focused on **technique**, safety and confidence. The tournament allowed participants to apply their skills in a competitive setting – where it is necessary not only to perform technically but also to control one's emotions and respect one's opponent.

During the quest, participants gradually came to realise that the outcome depended on teamwork. The tasks required a range of skills, so a strong team was not made up of people who were all the same, but of people who could complement one another. At the masterclass, participants learnt basic techniques, correct posture, movement control and how to work safely in pairs. For the organiser, it was also a learning experience: she honed her ability to explain technical elements in simple terms and adapt the session to the group's level.

"I realised that sport and physical activity can be a wonderful way to bring young people together."
— Anastasia

The tournament added another dimension – fair competition. The young people worked on strategy, concentration and managing their own nerves. What proved particularly telling was not the victory of any one participant, but the change in how they perceived their opponent. Feedback suggests that an opponent can be not just a rival, but a partner in development. Supporting others helped to manage nerves, whilst adhering to the rules fostered an atmosphere of mutual respect.

The report notes that the project's schedule was adhered to; in other words, the team did not record any significant organisational deviations. However, during the tournament phase, another challenge emerged – pre-performance nerves. For some of the young people, psychological preparedness proved more difficult than the physical execution of the exercises. The organisers drew a practical conclusion from this: in future, more attention should be paid to the psychological preparation of participants.

The project demonstrated through practical experience that sport can serve as a language of values. You don't always need a presentation to explain tolerance. Sometimes it's enough to play a round fairly. To understand responsibility – to work safely with a partner. To see the power of a team – to complete a task that cannot be achieved alone. Thus, the word 'unity', which the young people literally pieced together during the quest, became not just the final answer, but a principle that participants can apply to other areas of life.



РЕЗУЛЬТАТ У ЦИФРАХ



236

людей було
залучено до
проєкту



193 і 43

студенти та
глядачі



81 і 112

жінка і 112
чоловіків
зазначені у звіті



56 і 2

ВПО та 2 особи
з інвалідністю



3

основні
спортивно-інтерактивні
активності



07 A PERSONAL BUDGET AS A LESSON IN FREEDOM

How financial literacy helped young people in Berdychiv to see European values in a new light

Official name

'European Values and Financial Literacy for Young People'

Institution

Berdychiv Vocational College of Industry, Economics and Law

City / region

Berdychiv, Zhytomyr Oblast

Initiator

Oleksandr Rymasny

For Daria, after the training, financial literacy ceased to be merely about money. She came to see it as the ability to plan her own life – to set goals, make decisions and understand the consequences of her choices. It was precisely this link between financial independence and personal responsibility that became one of the most interesting aspects of the project.



Young people start making financial decisions at a very early age, but they do not always have a systematic understanding of budgeting, saving, risks or banking products. At the same time, the concept of European values is often perceived as something belonging to the realm of political or civic education. The team decided to combine these two themes and demonstrate that freedom of choice entails responsibility, that equal opportunities are linked to economic **independence**, and that critical thinking is essential when assessing a financial offer.

The key activity was an offline training session, which covered European integration, democracy, human rights, gender equality and financial literacy. The practical part included personal budget planning, working with banking products, the basics of saving and investing, as well as recognising risks and fraud.

In addition, the team produced three educational videos: on European integration and opportunities for young people, democratic values and gender equality, and financial literacy and fundraising. A multimedia projector and a multifunction printer were purchased for future work. This provided the project with the material resources needed to continue the training after the grant cycle had ended.

“Financial literacy isn’t just about money; it’s also about planning your life.”

— Daria

During the training, participants did not just listen but worked through specific real-life situations. They drew up personal budgets, analysed financial decisions, and discussed the impact of stereotypes on career choices, employment and economic independence. In this way, European values were placed in a very practical context: responsibility is, in particular, the ability to plan one’s resources; freedom is not only the right to choose, but also the ability to make informed choices.

This project has something that many short-term educational initiatives lack: a measure of change. The final survey showed that 70 per cent of participants reported a significant improvement in their understanding of financial and European issues. The overall level of awareness, as measured by self-assessment tests taken before and after participation, increased by 38 per cent. Over 30 per cent of participants reported that they had already put their knowledge into practice – for example, by drawing up a personal budget or getting involved in student self-governance.

The organisers noted that interactive exercises, role-plays and practical case studies proved more effective than individual lecture sessions. For some of the young people, the theoretical content was more difficult to grasp without additional examples, whilst some participants felt they lacked the time to

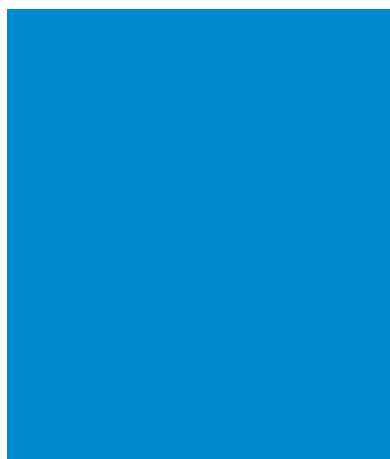
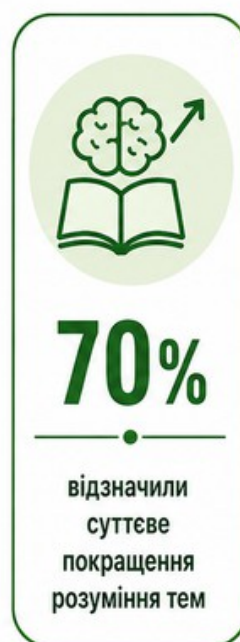
Future leaders of European integration
explore financial planning in greater depth.

Success
stories

The videos produced can continue to be used after the training has finished, the equipment purchased remains in the educational environment, and some participants have already expressed a willingness to pass on their knowledge to others. But the most valuable long-term outcome is a new understanding of self-reliance. In this project, financial independence was presented not as the accumulation of money, but as a combination of freedom, responsibility, critical thinking and the ability to plan.



РЕЗУЛЬТАТ У ЦИФРАХ



08 FROM 3D MODELS TO START-UPS

How digital skills have opened up new career opportunities for students in Vinnytsia

Official title

'EuroSpace: Digital Skills and Creativity'

Institution

Vinnytsia Industrial Vocational College

City / region

Vinnytsia, Vinnytsia Oblast

Initiator

Anton Litvinenko

Maria is training to be a pastry chef. Following a workshop on 3D modelling, she began creating digital models of cakes and pastries, as well as moulds for baked goods that can be printed on a 3D printer. For her, the technology immediately took on professional significance: she saw an opportunity to improve her own creations and plans to use these skills in her future career.



This is a clear example of how digital literacy ceases to be a 'bonus skill' and becomes an integral part of a specific profession. Vocational students are preparing for specialisms that are rapidly changing under the influence of technology. Programming, 3D modelling and digital design are no longer the sole preserve of IT – they are finding their way into design, cookery, manufacturing, crafts and small businesses.

The 'Europrostor' team saw an opportunity to combine digital skills with creativity, vocational education, cultural heritage and European values. During the reporting period, six activities were held: workshops on the basics of programming and 3D modelling, masterclasses on 'Europe's Architectural Heritage', 'Symbols of European Values' and 'Eco-design in Europe', and a final exhibition of the participants' work.

Technical tools were combined here with humanities-based content. Students were not simply expected to learn how to create a model, but to consider what that model might express and the role that sustainability, cultural heritage and values play in contemporary design. The first stage involved mastering the tool, the second – using technology for a creative task, and the third – creating a product that could be shown to others.

"I plan to use these skills to start my own business." — Maria

The final exhibition showcased three-dimensional works ranging from decorative elements to more complex models. Some of the models featured EU symbols. Thus, the course concluded not with a test, but with a created object. For Maria, the turning point came when 3D modelling went from being an academic exercise to a tool for her future career. For another participant, Ani, programming no longer seemed out of reach. Oleksii used the knowledge gained from the masterclass on European values to create informational materials.

The technology project was particularly hard hit by power cuts. Masterclasses had to be rescheduled, and students were unable to print all their final projects on 3D printers in time. As a result, the exhibition was also postponed. The team also noted the technical limitations of the equipment and the fact that certain topics were too complex for such a short format. These difficulties demonstrated that digital education requires not only a good programme, but also a stable infrastructure and sufficient time for practical work.

The final exhibition was not the end of the story. Participants noted that the equipment and materials they had acquired would allow them to continue their learning and work on new ideas in the scientific and technical sphere. And Maria already has her sights set on the next step – starting her own business. This is precisely the long-term value of 'Europrostor': digital literacy may not replace a profession, but it can make it more modern, competitive and creative.



РЕЗУЛЬТАТ У ЦИФРАХ



200+

молодих людей
залучено до
активностей



110 і 90

близько 110 жінок
і 90 чоловіків



30%

ВПО та
представники
вразливих категорій



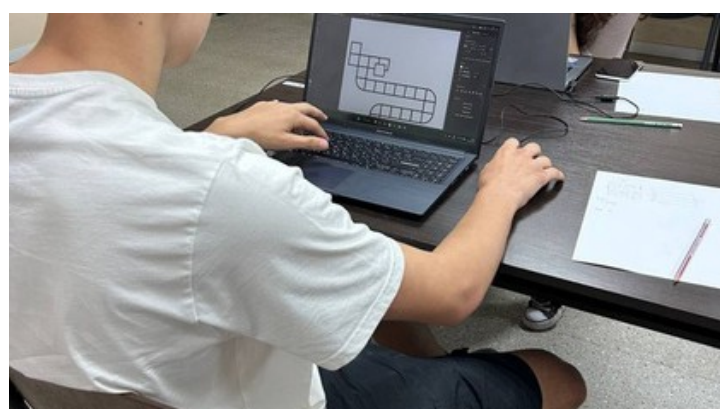
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учасник —
людина з
інвалідністю



6

основних
активностей



09 WHEN VALUES TAKE THE FORM OF METAL

How future business jewellers in Vinnytsia combined craft and and European standards

Official name	'Jewellery Start-up: The Path to Starting Your Own Business in the Context of European Integration'
Institution	Vinnytsia Industrial Vocational College, a municipal institution of the Vinnytsia Regional Council
City / region	Vinnytsia, Vinnytsia Region
Initiator	Oleksandra Kordonets

Anna is in her second year of study and is training to become a jeweller. Before the training, she believed that design was the most important aspect of a piece of jewellery. After learning about European standards, her professional perspective changed: fineness, hallmarking, environmental standards and quality requirements turned out not to be mere bureaucratic details, but a prerequisite for entering a wider market. She saw this knowledge as a direct path to ensuring that future Ukrainian jewellery could compete internationally.



The jewellery profession lies at the intersection of craftsmanship, art, technology and entrepreneurship. Simply being able to create a beautiful piece is not enough if a future specialist wishes to work in the European market. One must be familiar with standards, understand quality requirements, be able to develop a viable business model, whilst retaining one's own creative identity. It was precisely this professional gap that the project sought to address.

Seven events covered almost the entire journey from knowledge to finished product. Participants studied European standards in jewellery-making, worked with motifs drawn from Europe's architectural and historical heritage, discussed values in design, developed business plans and gained an insight into actual production processes. A separate part of the programme was a visit to a jewellery factory, where the young people saw modern equipment, 3D modelling, prototyping, casting, finishing and quality control.

At the first level, students learnt about standards. At the second, they applied these in creative practice, creating pieces inspired by European cultural heritage. At the third, they moved from the product itself to the logic of entrepreneurship. The 'Business Plan for Jewellers' training course demonstrated that running your own business requires not only creativity, but also calculations, planning and an understanding of the market. The final exhibition and fair made the results visible: the pieces created could be presented, discussed and evaluated as finished products.

"The project gave us not only a dream of Europe, but also concrete tools." — Sofia

The transition from 'academic work' to 'professional training' was particularly important. Sofia, a fourth-year student, described how, after studying European standards, she immediately applied them whilst creating a pendant inspired by Celtic jewellery. For her, this was no longer just an artistic exercise. She began to think about how to label the product and adapt it to the requirements of a specific market. It was at that very moment that European integration ceased to be a general topic and became part of a professional decision.

The report states that the schedule was adhered to, so organisational issues arising from force majeure are not identified as a key challenge. Instead, the team highlights content-related limitations: the short timeframe may not have been sufficient to gain a thorough grasp of complex European techniques, and the lack of formal certification of knowledge regarding standards may complicate their official validation. This provides a useful benchmark for the next stage: not simply to repeat the course, but to build on it.

The most valuable aspect of this project is its professional dimension. The knowledge gained can be applied to final-year projects, future employment, in-house production and entrepreneurship. The students witnessed the full cycle – from idea to finished product, from creative solution to quality standard. Whilst the European market may have seemed somewhat distant at the outset, by the end it was described in concrete terms: labelling, environmental requirements, quality, business plan, design and competitiveness.



РЕЗУЛЬТАТ У ЦИФРАХ



180+

— ● —
молодих людей
залучено до
проєкту.



105 і 75

— ● —
близько 105
жінок і 75
чоловіків.



30%

— ● —
учасників —
молодь із
числа ВПО.



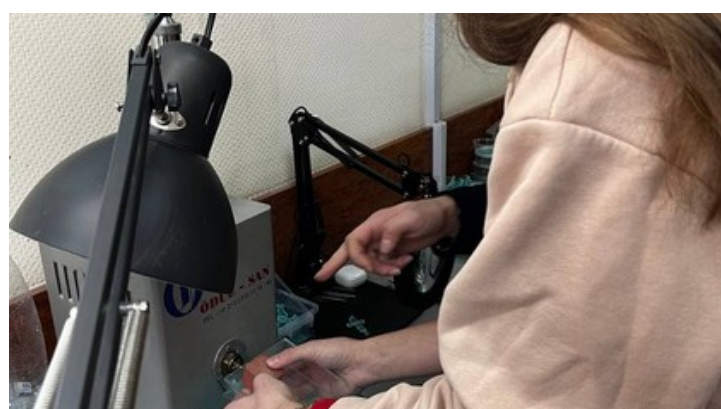
21%

— ● —
представники
інших вразливих
категорій.



7

— ● —
заходів
реалізовано.



10 VALUES THAT TAKE CENTRE STAGE

**How the young people
learnt to speak
integration**

**from Berdychiv through the theatre
about democracy, human rights and**

Official name

'Theatre of European Values: Young People for Integration'

Organisation

Berdychiv Vocational College of Industry, Economics and Law

City / region

Berdychiv, Zhytomyr Oblast

Initiator

Yevheniia Herasymovych-Petrik

The stage changes the way we talk about complex issues. When a participant reads out a definition of tolerance, it remains merely information. When they have to act out a situation, listen to their partner, find the right tone, experience the conflict and convey it to the audience

– Values become experiences. One of the project participants put it very aptly: through theatre, they did not simply learn about European values, but lived them out on stage and conveyed them to the audience.



European integration, human rights, democracy, gender equality, tolerance and cultural diversity – these are topics that can easily become overloaded with jargon. Especially when the audience consists of young people aged 16-22. The team saw an opportunity to talk about them in a different language – the language of theatre. This is how the idea arose to create not just an educational event, but a complete creative process: a team, a script, rehearsals, set design, acting, public performances and a discussion with the audience after the show.

Initially, a core group of 15 students was formed. The participants were assigned various roles: acting, scriptwriting, set design, and organising and staging public performances. Internally displaced persons joined the team, so this collaborative creative endeavour also became a space for social integration. A laptop, stage sets, costumes and props were purchased for the project, but the performance itself remained the main tool.

The first crucial stage was rehearsals. It was here that the team learnt more than just acting skills. A collaborative production requires compromise, listening to one another, taking responsibility for one's role and understanding that the final result depends on everyone. The plot explored themes of European integration, democracy, human rights, gender equality, tolerance and cultural diversity.

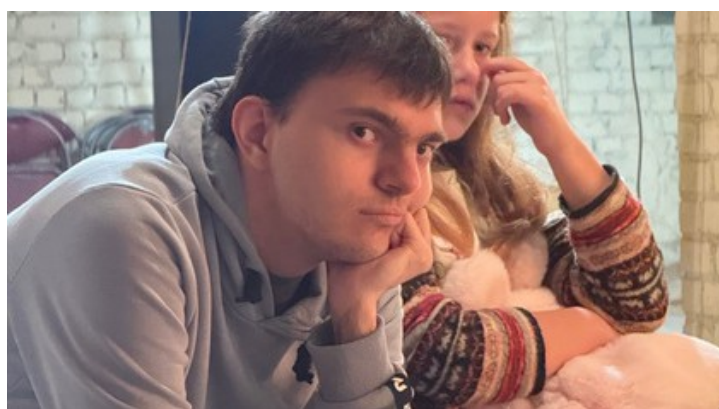
“Through theatre, we don't just learn about European values — we live them out on stage and convey them to the audience.” — a project participant

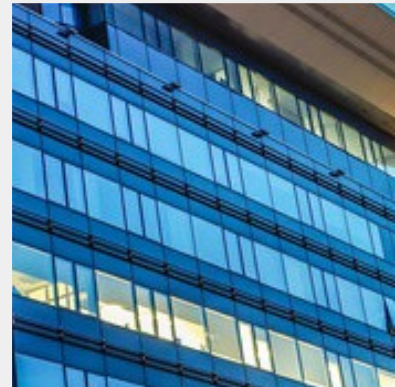
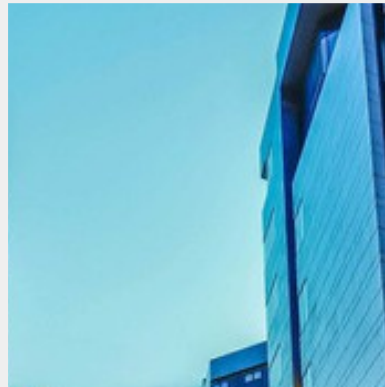
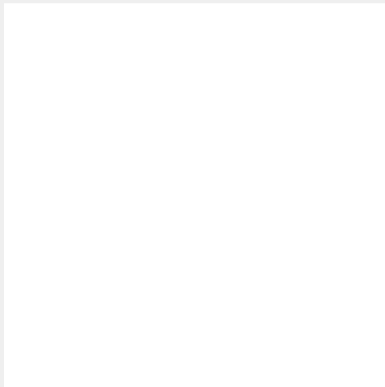
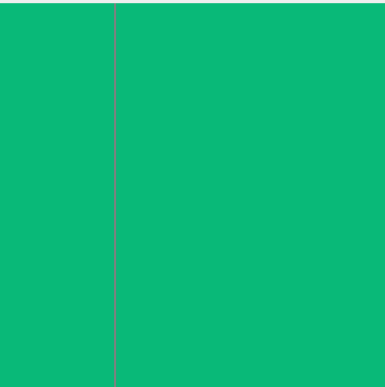
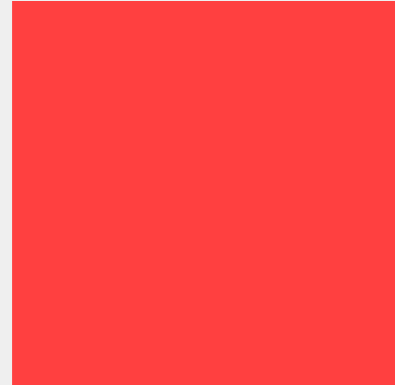
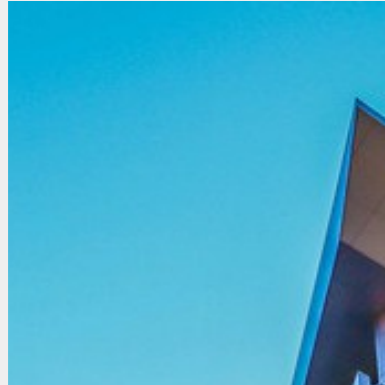
The second stage involved a public engagement with the audience. On 5 and 10 December 2025, two performances of *Earth* took place. Both performances were followed by discussions. Audience members were invited not just to watch the production, but to discuss what they had seen. The third stage actually began after the planned cycle had ended: the team received new requests for performances and began planning further shows.

The emergence of demand for a continuation can be seen as the turning point. The project was intended to carry out specific activities within specific timeframes, but after two performances, new requests arose. This means that the product created proved to be needed not only by its creators. At the same time, the participants gained practical skills in teamwork, acting, stage presence, communication and public speaking. The report explicitly identifies theatre as an effective tool for discussing socially important topics in an accessible and emotionally engaging way.

Unlike several other projects in this book, the final report on the theatre initiative does not record any deviations from the schedule or force majeure circumstances. All planned activities were carried out in full and within the set deadlines. The success of this story lies not in overcoming setbacks, but in the fact that the team managed to see the complex creative process through, from forming the group to staging two public performances.

The laptop, set pieces, costumes and props will be reused for future productions. The team has already received enquiries about further performances. But the main legacy is not the props. Fifteen young people have journeyed from the formation of the team to the moment when they find themselves facing an audience and must speak about freedom, dignity, equality and responsibility in their own words, through their own movements and emotions. At such a moment, European values cease to be mere text on a page – they take to the stage.





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