CHAPTER 9

SOCIAL REHABILITATION AND INTEGRATION OF INTERNALLY DISPLACED PERSONS AND VETERANS: UKRAINE'S EXPERIENCE IN TRAINING SOCIAL WORKERS

Kravchenko Hanna,
Doctor of Pedagogical Sciences, Professor,
Head of the Department of Pedagogy, Administration,
Special Education and Social Work,
Educational and Scientific Institute of Management and Psychology,
State Higher Educational Institution "University of Educational Management",
Kyiv, Ukraine
ORCID: 0000-0002-2156-3203

Forced population displacement, demographic losses and the large-scale return of servicemen and servicewomen to civilian life have become for Ukraine not temporary consequences of the war but long-term factors of social development. The 2030 Agenda for Sustainable Development links the resilience of societies to reducing inequality and ensuring decent work, quality education and inclusive institutions, and its cross-cutting principle of "leaving no one behind" directly concerns people who have lost their homes, their familiar social environment or their health [1]. In Ukraine this principle acquires a practical dimension: according to state registers, as of February 2026 about 4.6 million internally displaced persons (IDPs) were registered in the country, most of them in the Kharkiv, Donetsk and Dnipropetrovsk regions and in the city of Kyiv [2]; according to UNHCR, about 5.76 million refugees from Ukraine remain abroad [3]. At the same time, according to government estimates, after the end of the war Ukraine will have 5–6 million veterans and members of their families [4]. Consequently, the social integration of

these two large groups – displaced persons and veterans – is a key condition for post-war recovery, community cohesion and intercultural dialogue within the country.

State policy in recent years reflects a shift from humanitarian response to systemic integration. The Strategy for Building a System of Return from Military Service to Civilian Life for the Period up to 2033, approved by Order of the Cabinet of Ministers of Ukraine No. 1350-r of 31 December 2024, provides for unified service standards in communities, support for the recovery of system participants and their family members, and the achievement of their economic self-sufficiency, in particular for persons with disabilities [5]. The State Policy Strategy on Internal Displacement for the Period up to 2030, approved by the Government in June 2026, emphasises the adaptation and integration of IDPs in host communities, a personal support pathway for displaced persons and their families, the strengthening of multidisciplinary teams and the development of employment opportunities [6]. The legal framework for this work is formed by the Laws of Ukraine "On Ensuring the Rights and Freedoms of Internally Displaced Persons" [7], "On the Status of War Veterans and Guarantees of Their Social Protection" [8] and "On Social Services" [9]. What all these documents have in common is that their implementation depends on the availability in communities of qualified social workers capable of combining individual support, work with families and community development. Therefore, the quality of training of social sector professionals ceases to be a purely educational issue and becomes significant for national security and sustainable development.

The aim of this chapter is to reveal the theoretical foundations of the social rehabilitation and integration of IDPs and veterans and, drawing on the experience of the Department of Pedagogy, Administration, Special Education and Social Work of the State Higher Educational Institution "University of Educational Management", to show how master's-level training of social workers can respond to these challenges.

The theoretical basis of the analysis is the understanding of integration as a two-way process in which both the people who have arrived or returned and the receiving

community undergo change. J. W. Berry, analysing acculturation processes, identified four strategies – integration, assimilation, separation and marginalisation – and showed that integration is the most favourable for psychological well-being, yet it is possible only when the receiving society is open to cultural diversity [10, p. 9–10]. Although IDPs in Ukraine are citizens of their own state, their experience often bears signs of acculturative stress: a change of linguistic environment, regional stereotypes, and differences in everyday and professional practices. For veterans, a similar role is played by the transition from military culture, with its clear hierarchy, mutual responsibility within the unit and high level of risk, to a civilian environment that is often perceived as unstructured and as failing to understand their experience.

A productive framework for operationalising the concept of integration is the conceptual model of A. Ager and A. Strang, which identifies four groups of domains: “markers and means” (employment, housing, education, health), “social connections” (bonds within the group, “bridges” to other communities and links with institutions), “facilitators” (language and cultural knowledge, safety and stability) and the “foundation” (rights and citizenship) [11, p. 170]. The advantage of this model is that it makes it possible to move from general declarations to specific social work tasks in each domain (Table 1).

In this context, the concept of social rehabilitation should be interpreted more broadly than the restoration of functions lost as a result of injury or illness. It refers to restoring a person’s capacity for independent social functioning, participation in community life and the performance of meaningful social roles. The Global Definition of Social Work adopted by the International Federation of Social Workers emphasises that the profession promotes social change, social cohesion and the empowerment of people, drawing on the principles of social justice, human rights, collective responsibility and respect for diversity [12]. For work with people who have survived mass traumatic events, international practice recognises five essential principles of intervention formulated by S. E. Hobfoll and colleagues: promoting a

sense of safety, calming, a sense of self- and community efficacy, connectedness and hope [13].

Table 1

Domains of social integration of IDPs and veterans and the tasks of social work

Domain of integration	Typical barriers for IDPs and veterans	Tasks of the social worker
Markers and means (employment, housing, education, health)	Loss of housing and employment; non-recognition of qualifications; disability resulting from injury; limited access to rehabilitation services	Needs assessment, case management, referral to employment, education and health services, support in professional retraining
Social connections (bonds, bridges, links with institutions)	Disruption of family and neighbourhood ties; social isolation; distrust of institutions; tension between "new" and "long-standing" residents	Mutual support groups, mediation, involvement in volunteer and civic initiatives, building partnership networks in the community
Facilitators (language, cultural knowledge, safety, stability)	Language and cultural barriers; consequences of traumatic experience; uncertainty about return	Psychosocial support, crisis intervention, dialogue programmes for host communities, information on rights and services
Foundation (rights, citizenship)	Difficulties in obtaining status and benefits; lack of legal awareness	Legal information, advocacy, assistance in obtaining status and social guarantees

Source: compiled by the author based on [10; 11].

These principles are consistent with the multi-layered model of psychosocial support of the Inter-Agency Standing Committee, which combines basic services and security, community and family support, focused non-specialised support and specialised services [14]. Importantly, the largest part of this pyramid falls precisely on the community and family levels, that is, within the sphere of competence of the social worker.

The concept of resilience developed by A. S. Masten complements this approach: resilience is regarded not as an exceptional gift but as “ordinary magic” – the result of ordinary yet effective resources, above all relationships with caring people, a sense of competence and community support [15]. In view of this, the social rehabilitation of IDPs and veterans should be directed not only at overcoming deficits but also at activating the resources of the individual, the family and the community. L. Dominelli stresses that in a globalised world social work increasingly deals with the consequences of mass displacement and therefore needs to combine local practice with a global human rights perspective [16].

Ukrainian researchers documented the specific features of social work with IDPs as early as the first stage of the war. N. Gusak, T. Semigina and S. Trukhan analysed strategies of work with displaced persons and showed the risks of a predominantly humanitarian, “distributive” approach that fosters dependence on assistance instead of developing self-reliance [17]. T. Semigina and N. Gusak, summarising the response of social work to the armed conflict, drew attention to the shortage of trained personnel, weak coordination between state and civil society actors and the need for community-level models of practice [18]. A study by O. Stoliaryk and T. Semigina, conducted during the full-scale war, showed that social workers themselves are under strong emotional pressure, work in conditions of uncertainty and need supervision, a professional community and mechanisms to prevent burnout [19]. Thus, the problem has two dimensions: the content of training (which competences are required for integration work) and the professional resilience of the specialists themselves.

The experience of the Department of Pedagogy, Administration, Special Education and Social Work of the University of Educational Management makes it possible to show one of the possible ways of combining these dimensions. The Department is responsible for the educational and scientific programme “Social Work. Social Rehabilitation” at the second (master’s) level in specialty 231 “Social

Work" (I10 "Social Work and Counselling" under the new classification). In 2026, the programme was accredited by the National Agency for Higher Education Quality Assurance (Decision No. 9(100) of 26 May 2026, valid until 2030). A distinctive feature of the University as an institution of postgraduate pedagogical education is its focus on adult learners, most of whom combine their studies with practical work in educational institutions, social services and non-governmental organisations. Therefore, training is built on andragogical principles: reliance on learners' professional experience, problem-oriented learning and the direct transfer of learning outcomes into practice.

The first direction of the Department's work is updating the content of training in line with the needs of wartime and the post-war period. Educational components now integrate issues of the social rehabilitation and adaptation of veterans and their family members, support for persons in difficult life circumstances, crisis intervention, case management and interdisciplinary cooperation. This approach is consistent with the logic of the new state strategies, which focus on a personal support pathway and the work of multidisciplinary teams [5; 6].

The second direction is research-based learning, in which the master's thesis becomes a tool for solving real practical problems. The topics of master's research in recent years cover the social adaptation of veterans and their family members by means of social work; socio-psychological support for women in difficult life circumstances; socio-psychological determinants of partnership among the actors involved in the rehabilitation of survivors of domestic violence in wartime; the use of artificial intelligence in resocialisation programmes; organisational and pedagogical conditions for the social support of children with special educational needs; and cooperation between the teacher's assistant and the social worker. Each of these topics has a direct implementation base – the educational institution or social service where the learner works – which ensures the link between research and practice and gradually builds a network of practitioner-researchers in communities.

The third direction is partnership with communities and graduates. An illustrative example is a training session on overcoming crisis states under martial law, held in autumn 2026 in Kharkiv for 47 participants jointly with a programme graduate who works in a rapid response team. This format has a twofold value: participants acquire practical tools of psychosocial self-help and mutual help, while the graduate, with experience of working "on the front line", acts as a co-facilitator, demonstrating the professional trajectory that the programme shapes. Such events directly implement the principles of safety, calming, connectedness and hope [13] at the community level, where they are most needed.

The fourth direction concerns barrier-free access and social justice as values of professional training. The Department delivers the professional development programmes "Inclusive Education and Barrier-Free Access: Implementing the Principles of Social Justice in Higher Education Institutions" and "Pedagogical Leadership in Creating a Barrier-Free and Ethically Oriented Educational Environment in Higher Education Institutions". For the integration of veterans with disabilities and IDPs who return to education or acquire a new profession, a barrier-free educational environment is a necessary condition for exercising the right to education and, consequently, to employment – that is, the "markers and means" of integration identified by A. Ager and A. Strang [11]. Combining special education and social work within a single department provides a basis for an interdisciplinary vision of inclusion that encompasses children, adults and families.

The fifth direction is international cooperation and European integration. The Department carries out the research project "Current Trends in Training Specialists in the Context of European Integration" (state registration No. 0125U001181, 2025–2027), maintains academic partnerships with scholars from Poland, Romania, the USA and the United Kingdom, including an internship at Babeș-Bolyai University (Cluj-Napoca), and organises the International Scientific Summer Online School "Adaptive Processes in Education". Cooperation with colleagues from Poland and

Romania, which have received a significant number of Ukrainian refugees, makes it possible to compare models of integrating displaced persons in different countries and to transfer best practices into the educational process. This comparative approach is in line with L. Dominelli's position on combining local practice with a global perspective [16].

A generalisation of this experience makes it possible to propose a model of correspondence between the components of master's-level training and the tasks of the social integration of IDPs and veterans (Table 2).

The personal and resource-oriented component deserves special attention. As studies of Ukrainian social workers in wartime show, specialists who work with displaced persons and veterans may themselves be displaced, have relatives at the front or have experienced loss [19]. Without a system of supervision and professional support, the high demands of state strategies regarding the quality of services risk turning into staff exhaustion. Therefore, in the educational process it is important not only to develop technological skills but also to teach learners reflective practices, self-care and peer support.

The analysis of this experience also makes it possible to outline a number of unresolved problems. First, there is a risk of opposition between groups: IDPs, veterans and residents of host communities may compete for limited resources – housing, jobs and access to services – which requires social workers to have skills in mediation and community development, not only in individual support. Second, there is a need for inter-agency coordination: the personal support pathway envisaged by the new strategy [6] is possible only with well-coordinated interaction between social services, educational institutions, health care facilities and employment centres. Third, the digitalisation of services and the use of artificial intelligence open up new opportunities (a single digital platform for IDPs, needs assessment tools) but require ethical reflection on the protection of personal data and the preservation of the human dimension of assistance.

Table 2

Correspondence between the components of master's-level training of social workers and the tasks of the social integration of IDPs and veterans

Training component	Content and forms	Contribution to social integration
Content-related	Social rehabilitation of veterans and families; crisis intervention; case management; legal framework for the social protection of IDPs and veterans	Readiness of the specialist to assess needs and build a personal support pathway
Research-based	Master's research conducted in the institutions and services where learners work; implementation of results	Evidence-based solutions for specific communities; a network of practitioner-researchers
Practice- and partnership-oriented	Training sessions for communities, cooperation with graduates and rapid response services, volunteer initiatives	Strengthening social connections and community resources; community-level psychosocial support
Value-based and inclusive	Courses on barrier-free access, inclusion, social justice and professional ethics	Accessibility of education and services for veterans with disabilities and IDPs; counteracting discrimination
International and comparative	Research project on European integration, academic partnerships, internships, summer online school	Transfer of international integration practices; alignment with European standards
Personal and resource-oriented	Supervision, reflective practices, prevention of professional burnout	Maintaining the professional resilience of specialists working with traumatic experience

Source: developed by the author based on the Department's experience and [5; 6; 19].

Fourth, post-war recovery will generate a growing demand for specialists, which requires the development of retraining and professional development programmes, including for veterans themselves who wish to work in the social sector.

Ukraine's experience is also significant beyond its borders. Forced displacement caused by armed conflicts, natural disasters and climate change is becoming a global phenomenon, including for the island states of the Pacific region. The principles underlying the training of social workers in Ukraine – the two-way nature of integration, reliance on community resources, the combination of psychosocial support with the development of economic self-sufficiency, barrier-free access and respect for cultural diversity – are universal and can serve as a basis for intercultural dialogue and the exchange of practices between universities in different regions of the world.

Thus, the social rehabilitation and integration of internally displaced persons and veterans is one of the key tasks of Ukraine's post-war recovery and a factor in its sustainable development. The theoretical basis of this work is the understanding of integration as a two-way process encompassing the domains of employment, housing, education and health, social connections, safety and rights, together with a resource-oriented approach to social rehabilitation. The new state strategies on the return from military service to civilian life and on internal displacement create a demand for specialists capable of case management, work in multidisciplinary teams and community development. The experience of the Department of Pedagogy, Administration, Special Education and Social Work of the University of Educational Management demonstrates the effectiveness of combining six components of training – content-related, research-based, practice- and partnership-oriented, value-based and inclusive, international and comparative, and personal and resource-oriented – on andragogical principles. We see the prospects for further research in the empirical assessment of the impact of the programme's graduates on integration processes in communities, the development of supervision models for social workers in wartime, and a comparative analysis of practices for integrating displaced persons in Ukraine and partner countries.

СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

To chapter 1

1. Teece D. J., Peteraf M., Leih S. Dynamic capabilities and organizational agility: risk, uncertainty, and strategy in the innovation economy. *California Management Review.* 2016. Vol. 58, No. 4. P. 13–35. DOI: https://doi.org/10.1525/cmr.2016.58.4.13.

2. Carvalho V. M., Nirei M., Saito Y. U., Tahbaz-Salehi A. Supply chain disruptions: evidence from the Great East Japan Earthquake. *The Quarterly Journal of Economics.* 2021. Vol. 136, No. 2. P. 1255–1321. DOI: https://doi.org/10.1093/qje/qjaa044.

3. Amiti M., Weinstein D. E. Exports and financial shocks. *The Quarterly Journal of Economics.* 2011. Vol. 126, No. 4. P. 1841–1877. DOI: https://doi.org/10.1093/qje/qjr033.

4. Paunov C. The global crisis and firms' investments in innovation. *Research Policy.* 2012. Vol. 41, No. 1. P. 24–35. DOI: https://doi.org/10.1016/j.respol.2011.07.007.

5. Bai Q., Kukharuk A. Dynamic analysis of China–United States trade changes and their impact on the global industrial chain and Chinese enterprises' strategies. *Successes and Achievements in Science.* 2025. No. 8(18). P. 928–939. DOI: https://doi.org/10.52058/3041-1254-2025-8(18)-928-939.

To chapter 2

1. Ajzen I. The theory of planned behavior. *Organizational Behavior and Human Decision Processes* . 1991. Vol. 50, No. 2. P. 179–211.

2. Bandura A. *Self-efficacy: The exercise of control* . New York: WH Freeman, 1997. 604 p.

3. Chen CC, Greene PG, Crick A. Does entrepreneurial self-efficacy distinguish entrepreneurs from managers? *Journal of Business Venturing* . 1998. Vol. 13, No. 4. P. 295–316.

4. Krueger NF, Reilly MD, Carsrud AL Competing models of entrepreneurial intentions. *Journal of Business Venturing* . 2000. Vol. 15, No. 5–6. P. 411–432.

5. Shane S., Venkataraman S. The promise of entrepreneurship as a field of research. *Academy of Management Review* . 2000. Vol. 25, No. 1. P. 217–226.

6. Gollwitzer PM Implementation intentions: Strong effects of simple plans. *American Psychologist* . 1999. Vol. 54, No. 7. P. 493–503.

7. Liñán F., Chen Y.-W. Development and cross-cultural application of a specific instrument to measure entrepreneurial intentions. *Entrepreneurship Theory and Practice* . 2009. Vol. 33, No. 3. P. 593–617.

8. Schlaegel C., Koenig M. Determinants of entrepreneurial intent: A meta-analytic test and integration of competing models. *Entrepreneurship Theory and Practice* . 2014. Vol. 38, No. 2. P. 291–332.

9. Fayolle A., Liñán F. The future of research on entrepreneurial intentions. *Journal of Business Research* . 2014. Vol. 67, No. 5. P. 663–666.

10. Bae TJ, Qian S., Miao C., Fiet JO The relationship between entrepreneurship education and entrepreneurial intentions: A meta-analytic review. *Entrepreneurship Theory and Practice* . 2014. Vol. 38, No. 2. P. 217–254.

11. Nabi G., Liñán F., Fayolle A., Krueger N., Walmsley A. The impact of entrepreneurship education in higher education: A systematic review and research agenda. *Academy of Management Learning & Education* . 2017. Vol. 16, No. 2. P. 277–299.

12. Cohen J. *Statistical power analysis for the behavioral sciences* . 2nd ed. Hillsdale : Lawrence Erlbaum Associates, 1988. 567 p.

13. Cronbach LJ Coefficient alpha and the internal structure of tests. *Psychometrika* . 1951. Vol. 16, No. 3. P. 297–334.

14. Ligonenko L. Entrepreneurial intentions of students: survey results, conclusions and reflections on the development of an ecosystem to support academic entrepreneurship. *Innovative entrepreneurship: state and development prospects* : collection of materials of the VII All-Ukrainian scientific-practical conference, Kyiv, May 30, 2022. Kyiv, 2022. pp. 221–225.

15. Greb Eshkova O. M., Malyarchuk O. G., Kubareva I. V. Entrepreneurial intentions of students in Ukraine: gender aspects. *Business Inform* . 2024. No. 1. P. 132–139. DOI: https://doi.org/10.32983/2222-4459-2024-1-132-139.

16. Zadoya A. O. Entrepreneurial and migration aspirations of Ukrainian youth. *European vector of economic development* . 2018. No. 2 (25). Pp. 36–47.

17. Kharlamova G., Stavytsky A. Gender issues in entrepreneurial activity: modern perception of entrepreneurs. *Bulletin of the Taras Shevchenko National University of Kyiv* . 2020. No. 3. P. 42–52. DOI: https://doi.org/10.17721/1728-2667.2020/210-3/6.

18. Kraus N. M., Kraus K. M., Pochenchuk G. M. Women's entrepreneurship: risks, support tools, implementation mechanisms. *Innovation and Sustainability* . 2023. No. 2. P. 46–59. DOI: https://doi.org/10.31649/ins.2023.2.46.59.

19. Pashkevych M. S., Hawrylyshyna O. V. Management of innovative activities of enterprises and organizations on the principles of intrapreneurship. *Bulletin of the National University "Lviv Polytechnic". Problems of economy and management* . 2010. No. 668. pp. 130–134.

До розділу 3

1. Островська Н.С., Островський В.П. Валютний ринок України: сучасний стан, структура та перспективи розвитку. Фінансові інструменти сталого розвитку економіки : матер. 8-ої міжнар. наук.-практ. конференції (Чернівці, 16 квітня 2026 р.). Чернівці : Чернівец. нац. ун-т ім. Ю. Федьковича, 2026. С. 211-213.

2. Архів офіційного курсу долара США за 1 од., НБУ. URL: https://charts.finance.ua/ua/currency/official/-/1/usd

3. Золотовалютні резерви України. URL: https://index.minfin.com.ua/ua/finance/assets/

4. Структура міжнародних резервів у розрізі валют станом на 1 жовтня 2026 року. URL: https://bank.gov.ua/ua/markets/international-reserves-allinfo/currency-structure

5. Індекс інфляції в Україні. URL: https://index.minfin.com.ua/ua/economy/index/inflation/

6. Олійник А.А., Штурмак О.О. Особливості функціонування валютного ринку України в сучасних умовах. *Економіка та суспільство.* Випуск №79. 2025. URL: https://economyandsociety.in.ua/index.php/journal/article/view/6716/6656

7. Східницька Г.В., Боднарчук Ю. Сучасний стан та перспективи розвитку валютного ринку україни в епоху міжнародної турбулентності. Фінансова система в умовах сталого розвитку територій: від теорії до практики: матеріали Всеукраїнської науково-практичної інтернетконференції [За ред. О.Грицини, Л.Синявської], 8 червня 2026 р. Львів: ЛНУВМБ ім. С. З. Ґжицького, 2026. С.355-359.

До розділу 4

1. Арсененко І. А., Донець І. А., Байтеряков О. З., Донченко Л. М., Левада О. М. Сталий розвиток туризму і рекреації в Україні: концептуальні основи, виклики воєнного часу та шляхи відновлення. Соціально-гуманітарні відносини в сучасній Україні: виклики та перспективи : колективна монографія. Харків : СГ НТМ «Новий курс», 2025. С. 99–102. DOI: https://dx.doi.org/10.61718/mon202503

2. Арсененко І. А., Донець І. А., Гришко С. В., Полякова А. Є., Хомотюк Ю. П. Інновації в туристичній сфері і готельно-ресторанному бізнесі як чинник сталого розвитку та адаптації в умовах економічної і геополітичної нестабільності в Україні. Наукові інновації та передові технології. 2025. № 11(51). С. 594–607. DOI: https://doi.org/10.52058/2786-5274-2025-11(51)-594-607

3. Арсененко І. А., Донець І. А., Донченко Л. М., Непша О. В. Туристичні дестинації України: виклики та можливості в умовах воєнного стану. Наукові перспективи. 2025. № 2(56). С. 63–73. DOI: https://doi.org/10.52058/2708-7530-2025-2(56)-63-73

4. Арсененко І. А., Донець І. А., Донченко Л. М., Непша О. В., Тищенко І. І. Стратегічні аспекти регіонального розвитку туристичного ринку України: модель відновлення в повоєнний період. Actual scientific research in the modern world. 2025. Вип. 3(118). С. 115–119. URL: https://drive.google.com/file/d/12D7fc3TloDctLxX_y3ibpVoK3a-VemP0/view

5. Бойко В., Алєщенко Л. Розвиток сільського зеленого туризму та агротуризму як стратегічний інструмент відродження сільських територій України. *Економіка та суспільство.* 2026. № 86. DOI: https://doi.org/10.32782/2524-0072/D2026-86-179

6. Ерфан В., Поліщук А., Куць О. Передумови розвитку сільського зеленого туризму: регіональний аспект. Науковий вісник Ужгородського університету. Серія «Економіка». 2026. № 1(67). С. 28–36. DOI: https://doi.org/10.24144/2409-6857.2026.1(67).28-36

7. Кудінова І. Вплив війни на розвиток сільського туризму в Україні: виклики, адаптаційні стратегії та перспективи. Development Service Industry Management. 2026. № 2. С. 270–277. DOI: https://doi.org/10.31891/dsim-2026-14(34)

8. Стадник В., Гризовська Л. Підприємницький потенціал зеленого туризму в розвитку сільських територій. Development Service Industry

Management. 2026. № 3. С. 193–200. DOI: https://doi.org/10.31891/dsim-2026-15(23)

9. Про засади державної регіональної політики : Закон України від 05.02.2015 № 156-VIII : редакція від 01.01.2026. URL: https://zakon.rada.gov.ua/go/156-19

10. Про Основні засади (стратегію) державної екологічної політики України на період до 2030 року : Закон України від 28.02.2019 № 2697-VIII. URL: https://zakon.rada.gov.ua/go/2697-19

11. Про особисте селянське господарство : Закон України від 15.05.2003 № 742-IV : редакція від 15.11.2024. URL: https://zakon.rada.gov.ua/go/742-15

12. Про охорону культурної спадщини : Закон України від 08.06.2000 № 1805-III : редакція від 25.08.2026. URL: https://zakon.rada.gov.ua/go/1805-14

13. Про правовий режим воєнного стану : Закон України від 12.05.2015 № 389-VIII : редакція від 04.03.2026. URL: https://zakon.rada.gov.ua/go/389-19

14. Про природно-заповідний фонд України : Закон України від 16.06.1992 № 2456-XII : редакція від 25.08.2026. URL: https://zakon.rada.gov.ua/go/2456-12

15. Про стратегічну екологічну оцінку : Закон України від 20.03.2018 № 2354-VIII : редакція від 31.10.2025. URL: https://zakon.rada.gov.ua/go/2354-19

16. Про туризм : Закон України від 15.09.1995 № 324/95-ВР : редакція від 15.11.2024. URL: https://zakon.rada.gov.ua/go/324/95-%D0%B2%D1%80

17. Arsenenko I., Donets I., Arabadzhy O. Formation of a competitive tourism din the Tiachiv district of Zakarpattia oblast: problems and strategic directions of sustainable development. Stredoevropsky Vestnik pro Vedu a Vyzkum. 2026. Vol. 2, No. 1. DOI: https://doi.org/10.65237/2336-3630-2026-1(2)-2

18. Tsvihun Yu., Nestoryshen I. Formation of Strategic Priorities for Entrepreneurship Development in Rural Green Tourism in the Context of Ukraine's

Post-War Recovery. The actual problems of regional economy development. 2026. Vol. 2, No. 22. P. 89–102. DOI: https://doi.org/10.15330/apred.2.22.89-102

19. United Nations in Ukraine. Ukraine: Third Rapid Damage and Needs Assessment (RDNA3), Culture and Tourism. 2024. URL: https://ukraine.un.org/sites/default/files/2024-02/UA%20RDNA3%20report%20EN.pdf

20. Проєкт Закону України «Про сільський та сільський зелений туризм» : реєстр. № 5206 від 05.03.2021. Верховна Рада України. URL: https://itd.rada.gov.ua/3126b856-8305-4ff8-9e0d-a35337579571

To chapter 5

1. В Україні економіка превалює над екологією: до 70% земель – розорані й потребують відновлення / Національна академія аграрних наук України. 11.01.2022. URL: https://naas.gov.ua/newsall/newsnaan/?ELEMENT_ID=7434 (дата звернення: 14.10.2026).

2. Гришко С. В., Левада О. М., Прохорова Л. А., Непша О. В., Зав'ялова Т. В. Вплив воєнних дій на стан ґрунтів в Україні. Динаміка та специфіка сталого розвитку суспільства : кол. моногр. Харків : СГ НТМ «Новий курс», 2025. С. 251–253. https://dx.doi.org/10.61718/mon202502.

3. Мовчан М. М. Основні напрями вирішення проблем деградації та опустелювання земель в Україні. Землеустрій, кадастр і моніторинг земель. 2017. № 2. С. 85–90. https://doi.org/10.31548/10.31548/zemleustriy2017.02.085.

4. Про охорону земель : Закон України від 19.06.2003 № 962-IV. Верховна Рада України. URL: https://zakon.rada.gov.ua/laws/show/962-15#Text (дата звернення: 14.10.2026).

5. Directive (EU) 2025/2360 of the European Parliament and of the Council of 12 November 2025 on Soil Monitoring and Resilience (Soil Monitoring Law).

Official Journal of the European Union. 2025. L 2025/2360. 26 November. URL: https://eur-lex.europa.eu/eli/dir/2025/2360/oj/eng (дата звернення: 11.10.2026).

6. Global Land Outlook. Second Edition: Land Restoration for Recovery and Resilience / United Nations Convention to Combat Desertification. 2022. URL: https://www.unccd.int/resources/global-land-outlook/global-land-outlook-2nd-edition (дата звернення: 12.10.2026).

7. Nepsha O., Hryshko S., Shepitko D., Belov O., Epifantsev D., Koval D., Vinnichenko O. Geographical distribution of dust storms over Ukraine. Polish Science Journal. 2025. № 3(77). P. 10–13.

8. Nepsha O., Shepitko D., Belov O., Epifantsev D., Koval D., Vinnichenko O. Balanced nature management in the context of sustainable development. Actual Scientific Research in the Modern World. 2025. Iss. 5(120). P. 44–47.

9. SDG Indicator 15.3.1: Proportion of Land That Is Degraded Over Total Land Area / United Nations Convention to Combat Desertification. UNCCD Data Dashboard. URL: https://data.unccd.int/land-degradation (дата звернення: 15.10.2026).

10. Soil Monitoring Law / European Commission. URL: https://environment.ec.europa.eu/topics/soil-health/soil-monitoring-law_en (дата звернення: 24.10.2026).

11. Status of the world's soil resources Rome: FAO, 2026. 850 p. https://doi.org/10.4060/ce0792en

To chapter 6

1. Hamblin M. R. Mechanisms and applications of the anti-inflammatory effects of photobiomodulation. *AIMS Biophysics*. 2017. Vol. 4, No. 3. P. 337–361.

2. Karu T. I. Mitochondrial mechanisms of photobiomodulation in context of new data in laser biology. *Photomedicine and Laser Surgery*. 2010. Vol. 28, No. 2. P. 159–160.

3. Біловол А. М., Ткаченко С. Г., Татузян Є. Г. Фізіотерапія в косметології. Харків : ХНМУ, 2017. 116 с.

4. Яковенко Н. П., Самойленко В. Б. Фізіотерапія. 2-ге вид., випр. Київ : ВСВ «Медицина», 2018. 256 с.

5. Сиволап В. Д., Каленський В. Х. Фізіотерапія. Запоріжжя : ЗДМУ, 2014. 196 с.

6. Huang Y. Y., Chen A. C. H., Carroll J. D., Hamblin M. R. Biphasic dose response in low level light therapy. *Dose-Response*. 2009. Vol. 7, No. 4. P. 358–383.

7. Ferraresi C., Hamblin M. R., Parizotto N. A. Low-level laser (light) therapy (LLLT) on muscle tissue: performance, fatigue and repair benefited by the power of light. *Photonics & Lasers in Medicine*. 2012. Vol. 1, No. 4. P. 267–286.

8. Freitas L. F., Hamblin M. R. Proposed mechanisms of photobiomodulation or low-level light therapy. *IEEE Journal of Selected Topics in Quantum Electronics*. 2016. Vol. 22, No. 3. P. 348–364.

9. Hunter D. J., Bierma-Zeinstra S. Osteoarthritis. *The Lancet*. 2019. Vol. 393, No. 10182. P. 1745–1759.

10. Woolf A. D., Pfleger B. Burden of major musculoskeletal conditions. *Bulletin of the World Health Organization*. 2003. Vol. 81, No. 9. P. 646–656.

11. Chow R. T., Johnson M. I., Lopes-Martins R. A., Bjordal J. M. Efficacy of low-level laser therapy in the management of neck pain: a systematic review and meta-analysis of randomised placebo or active-treatment controlled trials. *The Lancet*. 2009. Vol. 374, No. 9705. P. 1897–1908.

12. Stausholm M. B., Bjordal J. M., Lopes-Martins R. A. B., Joensen F. ELLI-2 Study Group. Low-level laser therapy for knee osteoarthritis: a systematic review and meta-analysis. *BMJ Open*. 2019. Vol. 9, No. 10. e031142.

13. Кулага А. М., Шейко В. І. Вплив лазерної терапії на показники периферичної крові у людей, що страждають на остеохондрози. *Природничі*

науки: проєкти, дослідження, перспективи: матеріали наук.-практ. конф. (м. Миргород, 2022). Миргород : ЛНУ ім. Тараса Шевченка, 2022. С. 49.

14. Клінічна лабораторна діагностика / Л. Є. Лаповець, Г. Б. Лебедь, О. О. Ястремська та ін.; за ред. Л. Є. Лаповець. 2-ге вид., стер. Київ : ВСВ «Медицина», 2021. 472 с.

15. World Medical Association. World Medical Association Declaration of Helsinki: ethical principles for medical research involving human subjects. *JAMA*. 2013. Vol. 310, No. 20. P. 2191–2194.

To chapter 7

1. «Активні парки» у 2024 році: 718 координаторів залучили до рухової активності понад 900 тисяч українців / Міністерство молоді та спорту України. 10.12.2024. URL: https://me-l.co/hofddq5h (дата звернення: 14.10.2026).

2. Бондарчук Н. Я., Кобаль О. Ю. Самостійні заняття з фізичної культури в системі фізичного виховання студентів: теоретико-методичні та організаційні питання. *Педагогічна інноватика: сучасність та перспективи*. 2024. № 6. С. 57–61. https://doi.org/10.32782/ped-uzhnu/2024-6-10.

3. Верітов О. І., Воронкова Т. В., Маєр О. О. Організація роботи спортивних клубів як спортивна дисципліна. *Фізичне виховання та спорт*. 2024. № 3. С. 70–75. https://doi.org/10.26661/2663-5925-2024-3-08.

4. Дубів А., Чеховська Л., Жданова О., Лужна М., Турка Р. Залучення населення до рухової активності через систему спорту для всіх. *Науковий часопис Українського державного університету імені Михайла Драгоманова. Серія 15.* 2025. № 3(189). С. 88–93. https://doi.org/10.31392/UDU-nc.series15.2025.03(189).14.

5. Миндзів К. В., Гевко У. П., Попович Д. В., Вайда О. В., Бай А. В., Бойко В. І. Мультидисциплінарна команда як інструмент біопсихосоціальної

моделі реабілітації. *Спортивна медицина, фізична терапія та ерготерапія*. 2025. № 2. С. 211–217. https://doi.org/10.32782/spmed.2025.2.30.

6. Мічуда Ю., Коломієць К. Теоретичні основи організації оздоровчої діяльності спортивних клубів з єдиноборств. *Sport Science Spectrum*. 2025. № 1. С. 43–47. https://doi.org/10.32782/spectrum/2025-1-6.

7. Організаційно-методичні основи самостійних занять фізичними вправами з елементами ППФП : метод. рекомендації / уклад.: В. В. Савченко, Т. Є. Мотузенко. Кропивницький : ЦНТУ, 2025. 44 с.

8. Радіонова О. Л., Логвінова Я. О. Рухова активність як важлива умова здоров'язбереження. *Наукові записки. Серія: Педагогічні науки*. 2024. № 213. С. 218–222. https://doi.org/10.36550/2415-7988-2024-1-213-218-222.

9. Скалій О., Мулик К., Абдула Н. Теоретичне обґрунтування аспектів фізкультурно-оздоровчої та здоров'язбережувальної діяльності особистості. *Науковий часопис Українського державного університету імені Михайла Драгоманова. Серія 15.* 2024. № 5(178). С. 193–197. https://doi.org/10.31392/UDU-nc.series15.2024.5(178).38.

10. Смірнова І. М. Методичні вказівки до практичних занять з дисципліни «Фізичне виховання» (дистанційна форма навчання). Миколаїв: НУК, 2025. 59 с.

To chapter 8

1. Gürsoy, S., & Zekioglu, A. (2026). Peer-mediated instruction improves acquisition of complex wrestling techniques in school physical education. *PLOS ONE,* 21(5), e0348070. https://doi.org/10.1371/journal.pone.0348070

2. Johannes, C., Roman, N. V., Onagbiye, S. O., Titus, S., & Leach, L. L. (2024). Strategies and best practices that enhance the physical activity levels of undergraduate university students: A systematic review. *International Journal of*

Environmental Research and Public Health, 21(2), Article 173. https://doi.org/10.3390/ijerph21020173

3. Kuru, M. S., Demirhan, B., & Genç, A. (2025). Effects of combining weight training and calisthenic exercises on strength and body circumference measurements in U-23 national wrestlers. *Physical Education of Students*, 29(4), 284–290. https://doi.org/10.15561/20755279.2025.0405

4. Oladejo, T., Myezwa, H., Pilusa, S., & Ajidahun, A. T. (2023). Physical activity and health-related quality of life among university students. *African Journal for Physical Activity and Health Sciences (AJPHES),* 29(3), 289–314.

5. Pryimakov, O., Sawczuk, M., Korobeynikov, G., & Mazurok, N. (2026). Intra- and intergroup relationships between parameters of functional fitness and special physical work capacity in highly skilled wrestlers. *Physical Education of Students,* 30(1), 28–42. https://doi.org/10.15561/20755279.2026.0104

6. Sever, O., Ceylan, H. İ., Dhahbi, W., et al. (2026). Multi-joint isokinetic strength profiling as a predictor of vertical jump performance in elite freestyle wrestlers: A cross-sectional principal component analysis. *Medicine*, 105(2), e47084. https://doi.org/10.1097/MD.0000000000047084

7. Wang, H., & Guo, L. (2026). Injury prevention and athlete health-risk management in freestyle wrestling: A scoping review of direct and transferable evidence. *Research in Sports Medicine*. https://doi.org/10.1080/15438627.2026.2720154

To chapter 9

1. Transforming our world: the 2030 Agenda for Sustainable Development : Resolution adopted by the General Assembly on 25 September 2015 (A/RES/70/1). New York : United Nations, 2015. URL: https://sdgs.un.org/2030agenda (date of access: 23.10.2026).

2. Chyselnist VPO v Ukraini: skilky pereselentsiv otrymuiut dopomohu [Number of IDPs in Ukraine: how many displaced persons receive assistance]. Fakty. 2026. 6 May. URL: https://fakty.com.ua/ua/ukraine/20260506-chyselnist-vpo-v-ukrayini-skilky-pereselencziv-otrymuyut-dopomogu/ (date of access: 23.10.2026) [in Ukrainian].

3. Ukraine Refugee Situation : Operational Data Portal. UNHCR. URL: https://data.unhcr.org/en/situations/ukraine (date of access: 23.10.2026).

4. Skilky veteraniv bude v Ukraini pislia viiny: Svyrydenko nazvala kilkist [How many veterans will there be in Ukraine after the war: Svyrydenko named the number]. Dengi.ua. 2025. 28 November. URL: https://dengi.ua/ua/suspilstvo/9757644-skilki-veteraniv-bude-v-ukrayini-pislya-vijni-sviridenko-nazvala-kilkist (date of access: 23.10.2026) [in Ukrainian].

5. Pro skhvalennia Stratehii formuvannia systemy povernennia z viiskovoi sluzhby do tsyvilnoho zhyttia na period do 2033 roku ta zatverdzhennia operatsiinoho planu zakhodiv z yii realizatsii u 2025–2027 rokakh [On approval of the Strategy for Building a System of Return from Military Service to Civilian Life for the Period up to 2033 and the operational plan for its implementation in 2025–2027] : Order of the Cabinet of Ministers of Ukraine of 31.12.2024 No. 1350-r. URL: https://zakon.rada.gov.ua/laws/show/1350-2024-p (date of access: 23.10.2026) [in Ukrainian].

6. V Ukraini zapuskaiut yedynu systemu pidtrymky VPO: Uriad skhvalyv Stratehiiu do 2030 roku [Ukraine launches a unified IDP support system: the Government approved the Strategy until 2030]. Government Portal. 2026. 11 June. URL: https://www.kmu.gov.ua/news/v-ukraini-zapuskaiut-iedynu-systemu-pidtrymky-vpo-uriad-skhvalyv-stratehiiu-do-2030-roku (date of access: 23.10.2026) [in Ukrainian].

7. Pro zabezpechennia prav i svobod vnutrishno peremishchenykh osib [On Ensuring the Rights and Freedoms of Internally Displaced Persons] : Law of Ukraine

of 20.10.2014 No. 1706-VII. URL: https://zakon.rada.gov.ua/laws/show/1706-18 (date of access: 23.10.2026) [in Ukrainian].

8. Pro status veteraniv viiny, harantii yikh sotsialnoho zakhystu [On the Status of War Veterans and Guarantees of Their Social Protection] : Law of Ukraine of 22.10.1993 No. 3551-XII. URL: https://zakon.rada.gov.ua/laws/show/3551-12 (date of access: 23.10.2026) [in Ukrainian].

9. Pro sotsialni posluhy [On Social Services] : Law of Ukraine of 17.01.2019 No. 2671-VIII. URL: https://zakon.rada.gov.ua/laws/show/2671-19 (date of access: 23.10.2026) [in Ukrainian].

10. Berry J. W. Immigration, acculturation, and adaptation. Applied Psychology: An International Review. 1997. Vol. 46, No. 1. P. 5–34. DOI: https://doi.org/10.1111/j.1464-0597.1997.tb01087.x.

11. Ager A., Strang A. Understanding integration: a conceptual framework. Journal of Refugee Studies. 2008. Vol. 21, No. 2. P. 166–191. DOI: https://doi.org/10.1093/jrs/fen016.

12. Global Definition of Social Work. International Federation of Social Workers. 2014. URL: https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/ (date of access: 23.10.2026).

13. Hobfoll S. E., Watson P., Bell C. C. et al. Five essential elements of immediate and mid-term mass trauma intervention: empirical evidence. Psychiatry: Interpersonal and Biological Processes. 2007. Vol. 70, No. 4. P. 283–315. DOI: https://doi.org/10.1521/psyc.2007.70.4.283.

14. IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings. Geneva : Inter-Agency Standing Committee, 2007. URL: https://interagencystandingcommittee.org/ (date of access: 23.10.2026).

15. Masten A. S. Ordinary magic: resilience in development. New York : Guilford Press, 2014.

16. Dominelli L. Social work in a globalizing world. Cambridge : Polity Press, 2010.

17. Gusak N. Ye., Semigina T. V., Trukhan S. O. Stratehii i vyklyky sotsialnoi roboty iz vnutrishno peremishchenymy osobamy [Strategies and challenges of social work with internally displaced persons]. Visnyk NTUU “KPI”. Politolohiia. Sotsiolohiia. Pravo. 2014. No. 2 (22). P. 161–167 [in Ukrainian].

18. Semigina T., Gusak N. Armed conflict in Ukraine and social work response to it. Social, Health, and Communication Studies Journal. 2015. Vol. 2, No. 1. P. 1–24. URL: https://journals.macewan.ca/shcsjournal/article/view/269 (date of access: 23.10.2026).

19. Stoliaryk O., Semigina T. Holosy stiikosti: refleksii ukrainskykh sotsialnykh pratsivnykiv u chas viiny [Voices of resilience: reflections of Ukrainian social workers in times of war]. Social Work and Education. 2024. Vol. 11, No. 1. P. 7–22. DOI: https://doi.org/10.25128/2520-6230.24.1.1 [in Ukrainian].

До розділу 10

1. Бех І. Д. Виховання особистості : у 2 кн. Київ : Либідь, 2003.

2. Жукова А. Р. Україна: історія, культура та ідентичності (Ukraine: History, Culture and Identities) : програма вибіркової навчальної дисципліни для курсантів вищих військових навчальних закладів. Львів : Національна академія сухопутних військ імені гетьмана Петра Сагайдачного, 2026.

3. Про вищу освіту : Закон України від 01.07.2014 № 1556-VII. URL: https://zakon.rada.gov.ua/laws/show/1556-18

4. Про основи національного спротиву : Закон України від 16.07.2021 № 1702-IX. URL: https://zakon.rada.gov.ua/laws/show/1702-20

5. Про Стратегію національно-патріотичного виховання : Указ Президента України від 18.05.2019 № 286/2019. URL: https://zakon.rada.gov.ua/laws/show/286/2019

До розділу 11

1. Thomas J. W. A Review of Research on Project-Based Learning. San Rafael, CA : Autodesk Foundation, 2000.

2. Blumenfeld P. C., Soloway E., Marx R. W., Krajcik J. S., Guzdial M., Palincsar A. Motivating project-based learning: Sustaining the doing, supporting the learning. Educational Psychologist. 1991. Vol. 26, no. 3–4. P. 369–398. DOI: 10.1080/00461520.1991.9653139.

3. Krajcik J. S., Blumenfeld P. C. Project-based learning. The Cambridge Handbook of the Learning Sciences / ed. R. K. Sawyer. Cambridge : Cambridge University Press, 2006. P. 317–334.

4. Prince M. J., Felder R. M. Inductive teaching and learning methods: Definitions, comparisons, and research bases. Journal of Engineering Education. 2006. Vol. 95, no. 2. P. 123–138. DOI: 10.1002/j.2168-9830.2006.tb00884.x.

5. Kelley T. R., Knowles J. G. A conceptual framework for integrated STEM education. International Journal of STEM Education. 2016. Vol. 3. Article 11. DOI: 10.1186/s40594-016-0046-z.

6. Guo P., Saab N., Post L. S., Admiraal W. A review of project-based learning in higher education: Student outcomes and measures. International Journal of Educational Research. 2020. Vol. 102. Article 101586. DOI: 10.1016/j.ijer.2020.101586.

7. Bell S. Project-based learning for the 21st century: Skills for the future. The Clearing House. 2010. Vol. 83, no. 2. P. 39–43. DOI: 10.1080/00098650903505415.

8. Про вищу освіту: Закон України від 01.07.2014 № 1556-VII. URL: https://zakon.rada.gov.ua/laws/show/1556-18.

9. Про охорону праці: Закон України від 14.10.1992 № 2694-XII. URL: https://zakon.rada.gov.ua/laws/show/2694-12.

10. ДСТУ ISO 45001:2019. Системи управління охороною здоров'я та безпекою праці. Вимоги та настанови щодо застосування (ISO 45001:2018, IDT). Київ : ДП «УкрНДНЦ», 2019.

To chapter 12

1. Law of Ukraine No. 1875-IX on Mediation (November 16, 2021). HTTPS://ZAKON.RADA.GOV.UA/LAWS/SHOW/1875-20#TEXT

2. Civil Code of Ukraine, Law of Ukraine No. 435-IV (January 16, 2003). HTTPS://ZAKON.RADA.GOV.UA/LAWS/SHOW/435-15#TEXT

3. Criminal Code of Ukraine, Law of Ukraine No. 2341-III (April 5, 2001). HTTPS://ZAKON.RADA.GOV.UA/LAWS/SHOW/2341-14#TEXT

4. Directive 2008/52/EC of the European Parliament and of the Council of 21 May 2008 on certain aspects of mediation in civil and commercial matters. (2008). Official Journal of the European Union. HTTPS://EUR-LEX.EUROPA.EU/LEGAL-CONTENT/EN/TXT/?URI=CELEX:32008L0052

5. American Arbitration Association, American Bar Association, & Association for Conflict Resolution. (2005). Model standards of conduct for mediators.

HTTPS://WWW.AMERICANBAR.ORG/CONTENT/DAM/ABA/ADMINISTRATIVE/DISPUTE_RESOLUTION/DISPUTE_RESOLUTION/MODEL_STANDARDS_CONDUCT_APRIL2007.PDF

6. Horielova, V. Yu. (2025). Ethical paradigm of legal mediation. Current Issues in Modern Science, (6(36)), 442–458. HTTPS://DOI.ORG/10.52058/2786-6300-2025-6(36)-442-458

7. Skopomorovskyi, V. B., & Stepanenko, N. V. (2025). Mediators' liability: International standards and challenges for Ukraine. Current Issues in Modern Science, (10(40)), 579–592. HTTPS://DOI.ORG/10.52058/2786-6300-2025-10(40)-579-592

8. Oliinyk, O. B. (2025). Ethical dilemmas in mediation through the prism of human rights: Theoretical analysis and practical guidelines. Actual Problems of Politics, (76), 252–256. HTTPS://DOI.ORG/10.32782/APP.V76.2025.31

Vydavatel:
Publishing house Education and Science s.r.o. IČO : 271 56 877.
Frýdlanská 15/1314 , Praha 8. MS v Praze , oddíl C,vložka 100614

Cross-Disciplinary Studies in Science, Innovation and Social Development

Volume XXIII

Signed for printing on October 27, 2026.
Format 60x90/8. Headset Times New Roman.
Mental printing. arc. 6,91. Edition online.