HASIAK Mariana,

Ph.D Student, Sociology and Social Work Department,
Lviv Polytechnic National University
e-mail: mariana.s.hasiak@lpnu.ua

ORCID 0000-0003-0234-0095

FLAHERTY Maureen P.,

Associate Professor, Peace & Conflict Studies,
Acting Director, Centre for Ukrainian Canadian Studies,
University of Manitoba
e-mail: maureen.flaherty@umanitoba.ca

ORCID 0000-0003-3839-8192

HAYDUK Nina,

Advisor, Social Work Program, & International "Integration" Center for Professional Partnerships,
Lviv Polytechnic National University
e-mail: ninahayduk@gmail.com

ORCID 0000-0002-0467-6433

STAVKOVA Sofiya,

Associate Professor, Department of Sociology and Social Work,
Lviv Polytechnic National University
e-mail: vtavkovy@ukr.net

UDK 378:364-78:355(71+477)(045)

BUILDING CIVIL SOCIETY WITH FORMER MILITARY AND THEIR FAMILIES: THE ROLE OF HIGHER EDUCATION IN BRIDGING THE GAP BETWEEN MILITARY SERVICE AND CIVIL LIFE

Introduction. While the military is viewed differently in Canada and Ukraine, inclusion of veterans into civil society is important for both countries. Transition from the military service to civilian life can be challenging. Therefore, the role of different institutions and organizations, that focus on trying to improve what is available for former soldiers and their families has to be discussed.

The purpose of the article is to explore the role that higher educational institutions can and should play in assisting former military to better integrate into civilian society – civil society.

Methods. Researchers conducted a literature review of journal articles and other relevant written materials as well as informal interviews with key informants.

Results. Using the mixed methods of literature search, informal interviews with key informants, and observation, the article considers the way "veterans" are conceptualized in both Canada and Ukraine and how two particular universities in Canada and Ukraine now attempt to meet the needs of former military members, wondering how their needs may differ and be similar to other students of higher education.

Originality. The article concludes that, since civil society in general has a responsibility to support veterans in their transition, and notes that there are gaps in both understanding of need and awareness/availability of appropriate resources, a full needs assessment is the next step.

Conclusion. The authors recommend a pilot needs assessment at the LPNU in Lviv Oblast where a number of veterans have made their homes.

Keywords*: veterans; civil society; higher education; higher educational institutions.*

What role can and should higher education play in assisting military and former military members to better integrate into civilian society – civil society? Further, why do social work and peace and conflict studies student/scholars care about former military members in higher education? First, scholars of peace, and of social work, remind us that peace is an action state, an active process of community building whereby people negotiate their interests and participate in key decision-making processes [1; 2]. This kind of peace requires a strong civil society, places where individuals are able to be healthy and actively involved in their communities. Further, individual empowerment, a transformative process, is key to social change and it is a process that includes having all rights as well as participating in civil society [3]. Peace is much more than "not war" [4].

This article first considers how the military is viewed in Canada and Ukraine, as that identity and its relationship to civil society colours relationships and sense of connection and responsibility. We then define civil society and look more closely at what we are asking or inviting military members to join or re-join. We look at civil society, inclusion, and cultures of peace with human security in this mix. While we imagine that many Canadian veterans may say that not all of their needs are being met [5], we have decided to highlight Ukraine's needs right now, as Ukraine's soldiers are engaged in

active combat on the home front. With a focus on trying to improve what is available for Ukrainian former soldiers and their families, we begin this article with a description of the methodology used for this preliminary study. Next, we provide a description of "veteran" in both Canada and Ukraine. We consider a short definition of "civil society" and then look at how our own workplaces (UM and LPNU) assist in the mission of including veterans into civil society. The article ends with a focus on the work ahead, a needs assessment involving the veterans themselves and call for collaboration across disciplines and across government sectors to get this work done for the good of all.

Problem Statement. This research considers the role that higher educational institutions play in the (re)integration of former military members into civil society.

Methods. Researchers conducted a literature review of journal articles and other relevant written materials as well as informal interviews with key informants.

Discussion. This research actually began when we were part of a collaborative discussion with veterans during a round table at LPNU in December of 2018. The people who spoke were all former military members or members of their families who had been involved in the Ukraine-Norway Project [6] which was being reviewed. The Project initially focused on helping former military members re-integrate into civil society by teaching them English and information technology or computer training so that they might more readily find work in civilian society. As the graduates of the program reviewed their experience, they noted that an unexpected benefit, in addition to their new concrete language and technical skills was the support that they had found within their own group. Less positive, most participants said they still felt isolated and somewhat alienated from the university where they were engaged in their studies and other larger community. Since that date, LPNU has made some shifts in their approach to these students, to include more psycho-social support in their educational programming; however much remains to be done and how effective those changes have been as well as what else needs to change are part of this study. Hasiak, with the support of LPNU is devoting her Ph.D study to this question. She plans to use a participatory research with the population under consideration to ask veterans themselves what they need from higher education establishments in their re-entry process.

The research for this article was completed in spring/summer of 2020. The article is a preliminary study based on reviewing available literature and informal interviews, conducted mostly by Hasiak. She studied in Manitoba because of the sister-city and sister-university relationship. Winnipeg is also the home of a large Canadian Forces Base, a Royal Canadian Airforce base, fondly known as 17 Wing, housed within the city of Winnipeg. Multiple resources connected to the base were discovered during this research. This article is by no means an exhaustive reference for these resources; however, along with resources at the Unive-?sity of Manitoba, they helped us understand how higher education is being used by military and former military members in their integration into civilian society. See, for example [7].

Defining "military veteran". The word, "military" conjures up a variety of images: strong person in a uniform, weapons, the blue beret of peace-keepers, legions of marching folks, the cenotaph at Remem-?rance Day. It can also stir a variety of emotions, dependent upon the individual experience: pride, fear, curiosity, security, concern, terror. In the end, any military is a group of people – the "armed forces of a country" [8] and the military is made up of people. These men and women have lives before, during, and after their military service. There are career military people and those who serve for various periods of time.

Flaherty has lived in a country that has not seen armed conflict in her lifetime, her father having voluntarily joined the forces in WW II, but never "seeing action". She lived through the Vietnam War with friends who were "draft dodgers" from the US. Hayduk and Stavkova lived through Ukraine, as a soviet, being involved in a number of wars and family members served. Hasiak lived in a country that had seen its share of wars, but not recently – until 2014 when something very unexpected for an ordinary Ukrainian has happened: unexpected for a "democratic world", but predictable in terms of history. The military aggression of Russia against Ukraine began. Crimea was annexed and the now six-year war began. As a nation, Ukraine has many bloody pages in its history, but the real military conflict seemed so bizarre for the modern country which has worked so hard for democracy.

Veterans in Canada

The Canadian armed forces (CAF), othe-wise known as "Canada's Defence team" [5] is made up of approximately 125,000 members [9]. Women have had an active role for the last hundred years, more fully integrated into

the variety of professions and roles for the last 20 years [10]. Overall, the CAF has been better known for its involvement in peace-keeping missions, since its mission in Afghanistan from 2001–2014 [7]. Canadians define veterans not by their service in a war, but rather, "… [a]ny former member of the Canadian Armed Forces who successfully underwent basic training and is honorably discharged" [11].

Dr. Andrea Charron, Ph.D, Director, Centre for Defence and Security Studies (CDSS), Associate Professor, Political Studies, UM, emphasized "a veteran is a veteran in Canada" [12]. This means the person is considered to be a veteran no matter what unit, which type of forces they were in, no matter what the military experience of this particular person. Once you have joined the military, you are a veteran. In the same conversation Dr. Charron articulated the idea of "civilian-veteran" relationships. "We as a society decide for veterans. We, as a society, are responsible for their actions", she said. Accordingly, in a state that has an army or any kind of military unit for the state, there is no member of that state that is not connected to the military. More specific information about services available for veterans of the CAF can be found at the Veteran Affairs Canada website [13].

Veterans in Ukraine

Things are quite different in Ukraine for both the military and its veterans. Until recent years, a veteran was someone who was often envisioned as a senior citizen who may have served in wars like those in Iran or/and Afghanistan. Officially, in Ukraine, a war veteran is a person who has participated in hostilities to defend the Motherland or in fighting operations on the territory of other states [14]. This same law describes war veterans to include combatants, persons with disabilities due to the war, and participants in the war [14].

Since the end of 2013, and the invasion of Russia into Crimea and then the Donbas region, the military is much more in the public eye and people are beginning to realize that many young people and their families are directly involved in the military. In 2014 Ukraine was not ready for the bloody events. Not only were professional military personnel involved into war actions at the very beginning of it, but many people also voluntarily decided to join what would later be called volunteer battalions. After the new President of Ukraine was elected in 2014 and the situation with the centralized defense policy was taken under the control, the new military category "participants of the battle actions/hostilities" appeared. This is a blanket term along with terms like "participant of ATO" (Anti-Terrorist Operation) / "participant of JFO" (Joint Forces Operation). In Ukraine, these terms are commonly used but not fully ackno-?ledged or legally regulated.

Despite how pejorative the terms may seem at times, in much of Ukraine these people are seen as heroes ready to sacrifice their lives for the autonomy of Ukraine as a country. Today Ukrainian discourse is full of terms "veteran", "veteran of war", "veteran of Russian-Ukrainian war". Being a veteran does not necessarily mean the person is a professional military officer but rather someone who was exposed to the war in the East of Ukraine. Now, veterans are less often the older men who fought the battles of the 20th century. Instead, they are individuals of different ages, genders, religious beliefs (if any), financial status, educational level, etc.

Currently more attention is being paid to the integration of former military (which includes participants of the battle actions together with professional servicemen) into civil society. Veterans may be categorized by their need for a particular kind of support, for example: military officers of the Armed Forces and other security forces scheduled for release; military officers of the Armed Forces and other security forces, who have been discharged from military service; those who have participated in combat and are registered in accordance with the current legislation (hereinafter – veterans); family members (spouses) of the above categories, as well as: family members of the fallen combatants (husband / wife) [15].

Due to the development of some state programs, the work of non-governmental organizations and supportive initiatives and projects on different levels, more support is available for veterans these days. At the same time, resources are more likely to be available in cities and large towns, while rural areas are less able to provide veterans with additional support. Today more young people are entering universities having veteran status. Therefore more attention has to be paid to the peculiarities of work with students with military experience.

Civilians in civil society

The World Bank describes civil society, a term that became popular in the 1980s as, "…a wide array of organizations: community groups, non-governmental organizations [NGOs], labour unions, indigenous groups, charitable organizations, faith-based organizations, professional associations, and foundations" [16]. Jezard goes on to remind that, as the "third sector", after government and commerce, this group has the influence

with what we might call "soft" power. Parti-?ipating in a civil society – forming that civil society – is often seen as a vital part of movement towards full democracy for a nation [17]. Guy Parent credited with a qualitative study, and including a fairly healthy literature review, noted that meaningful work, mental health and support of family are key in making the transition from military life to civilian life [18]. Cooper et al write about the complex cultural shift that needs to take place in order for the former member to truly settle [18]. How do societies assist veterans of military service make that shift? Next, we consider briefly the impact of military service and how we can assess the needs of veterans as they adapt to civilian society.

The impact of military service: Former military members and civilian society

When military members return to non-military membership in their society, all members of society have some connection to this re-entry – and some responsibility as fellow citizens. Christopher Brown, a veteran, recalls his military experience noting, "I learned a lot of good things but a lot of bad things had to happen to learn those lessons" [5, p. 134]. Given this often very mixed experience with very little frame of reference for those of us who have not had any similar exposure, it takes a lot of time and efforts for military to re-socialize, and societal misperception is one of the reasons veterans often isolate themselves. One Canadian veteran spoke eloquently about the returnee's needs: "It's not much that we are trying to integrate into society, but rather that we want the society to integrate back into us. We want society to understand that if you're going to send people to war for 11 years, they're not going to come back the same. They're not going to enjoy fireworks anymore. They're not going to be the same person they were before their multiple deployment" [5, p. 98].

Although studied for years, reactions to military experiences differ not only in their actual manifestations, but in the attitudes towards their definition both by military themselves and civil society. A number of terms have been applied to try to capture this reality: Post-Traumatic Stress Disorder (PTSD), Traumatic Brain Injuries (TBI), deployment-related mental injuries, military sexual trauma (MST), ranging from sexual harassment to sexual assault, unwanted sexual contact (USC), Operational Stress Injury.

Military service is not only about trauma, however, as noted earlier. People may have a variety of life experiences during their time in service. Ukrainian psychotherapist Volod-?myr Stanchyshyn, at one of his public lectures called "Psychotherapy for the City" spoke about PTSD as only one issue being dealt with by veterans [20]. About 20% of people who face traumatic events develop PTSD. Stanchyshyn also notes that 12% of people show signs of Posttraumatic Growth. Therefore, it is important to remember that overemphasizing any one particular characteristic can be harmful and lead to creation of a false image of a group of people in a society. While emphasizing that other groups of people can develop PTSD in circumstances totally unrelated to military experiences, Stanchyshyn also describes groups of people other than veterans themselves strongly affected by war. These are: military men and women themselves; their parents, spouses, and children; as well as each member of a society [20]. We react differently, but we often are impacted by war not only economically, geographically or politically, but also emotionally and psychologically.

If we take into account what both the literature and former military members themselves seem to be telling us, creating fully inclusive educational environments in any country experiencing military conflict requires more attention be paid to the trauma of the whole society, focusing on veterans particularly but not limited to them. While working on developing inclusive academic environment, we are talking about special educational needs in general. It may be helpful to consider that a person with special educational needs is an individual who needs additional permanent or temporary support in the process of studies in order to ensure her/his right to education. Veterans may or may not have special educational needs. People who are not former military members may have special educational needs as well.

Higher education institutions and former military members

A student veteran may be defined as "anyone on active-duty, in reserve or National Guard status, retired from the military, or who has completed military service and participates in postsecondary education" [as quoted in 21, p. 117]. While this is an American definition, the literature in general notes that veterans attending higher educa-?ional institutions are usually in times of transition, an often-critical time [22]. The Military Support Office (MSO) of University of Manitoba purports to "...serve[s] the educational needs of the Canadian Regular and Reserve Forces, retired members, civilian employees of the Department of National

Defence (DND) and their dependents who are attending or planning to attend the University of Manitoba" [23]. It is important to acknowledge that, unless they are still focused entirely on their military service, these individuals are no longer committed to a closed military community, as they were during their time of official service, and have to readjust to civil life in a civilian community. Therefore, educators and the education environment itself can be of crucial support during this transition. This requires, consequently, more efforts on behalf of education providers to provide help as well as show veterans they are not alone and they belong to the community [22].

Higher educational institutions as part of inclusive communities

Student veterans are not so different from many other students, in that they are working on some kind of transition. Still, as educators, we have to remember that "veterans are a unique group of students on campus whose military and life experiences bring both challenges and rewards" [as quoted in 24, p. 6]. "It is important to note that student veterans are transitioning into environments that do not understand them [as quoted in 24, p. 7], and veteran services and disability services offices can help students overcome the challenges of not being understood [24, p. 7]. Flink uses the Schlossberg's transition theory factors to explain the process of veterans' transition. These are the following four factors: the situation itself, the individual self of the person in transition, the support available, and the strategies used by person to cope with it [24, p. 2]. Within the first factor the author emphasizes the uniqueness of the process of transition itself and the unique experiences the person has, as well as his / her ability to adapt to the process. The factor of Self in transition theory has been influenced by the different attitudes towards military. While World War I and World War II resulted in a wide range of studies of veterans' mental health issues and trauma related to the war, the Vietnam veterans faced strong opposition from society, even though following veterans of wars in Iraq and Afghanistan received more support again.

Whereas, veteran's self might be highly influenced by different factors, stigmatization in particular, it is important to consider the situation of transition as such that can be influenced by stigma as a whole. Both public, or external stigma, and self-stigma can become a big challenge for a military in their transition to college life. The third, support factor, is provided for veterans on campus by their communication with other student-veterans, veteran services office, faculty, as well as veteran organizations and resource centres functioning there. The fourth factor within transition theory deals with the ways veterans cope with their challenges and the importance their participation and interest with the veteran services on campus has in alleviating some of the transition challenges; hence the necessity to include the veteran services office on campuses to support veterans' successful transition.

At the same time, Kranke, Floersch, and Dobalian [25] propose a practice model called a relational approach to recovery developed by Longhofer, Kubek, and Floersch [26]. The model questions the need in new skills for veterans successfully transition into civilian life. Rather than acquiring new skills for this, this model presupposes that the person has to relearn something they already knows. However, in order to do so the individual, as in most processes in civilian life, relies on relationships with others. The inevitable part of student veterans' transition is the environment supportive for veterans. The next section begins to consider the characteristics of veteran-friendly higher education institutions and how to bridge that military-civilian gap.

Veteran-friendly institutions

"Military friendly refers to the intentional efforts made by campuses to identify and remove barriers to the educational goals of veterans and create a smooth transition from military to college life" [27, p. 54]. Veteran-friendly campuses are also being defined as the "campuses where programs and people were in place to assist with the transitions between college and the military" [28, p. 9].

Supportive, ambivalent, and challenging campus climates are terms used by Summerlot, Green, Parker, Ackerman, and Diramio to describe the attitudes towards veteran-students [29]. Supportive or veteran-friendly environments are more often available at institutions with historic connections with military. "This type of campus will likely have a veterans' affairs office with adequate staffing, an active student veterans' organization (SVO), and policies in place that reflect the needs of veterans" [29, p. 73]. SVOs are often working on improvement of campus policies to "better serve and support veterans" [29, p. 74].

An ambivalent climate is dominant at campuses with large numbers of non-traditional students from different groups, where "military service is viewed as just another pre-college experience" [29, p. 73]. There is little or no recognition for veterans there, "and minimal campus-based support services" [29, p. 73]. Networking and peer-

mentoring are of the main activities of SVOs at this type of environment. In contrast, schools with anti-military history tend to create a challenging climate for veterans. No campus community and the military connections exist there; veterans are unlikely to identify their status and recognize their military experience on campus. In this climate a safe space is needed, and "SVO provides opportunities for veterans to display their military identity, free of judgment from others" [29, p. 74]. Although all three of those defined climates are different, each of them can be challenging for veterans in terms of interaction with faculty and staff.

As Dillard and Yu emphasize, while working on the issue of supporting military on campus, it is important to keep in mind the difference between "military-friendly" or "veteran-friendly" and "veteran-friendly-in-practise" campuses or environments, as those who are not only talking about veterans, but are practically supporting them on ongoing basis [30].

The military-civilian gap

The lack of understanding of military culture is defined as a "military-civilian gap", which is often informed by the media and refers to a gap between comprehensive strengths and weakness approaches [31]. All the practical efforts made by an institution to support veterans on campus are effective tools in demolishing this kind of a gap.

While working with veterans on campus, it is important to remember that gender has to be considered. Military women in particular can face a greater gap between their military and civilian experiences. Baechtold, De Sawal, Ackerman, and Diramio state that women generally suffer from PTSD at a rate twice as high as men [32]. Although veteran women are more likely than their male counterparts to suffer from PTSD, there is a tendency for them to not define themselves by their veteran status and so they may not be visible as such. Additionally, female military who have experienced sexual assault often feel not supported and not understood. Therefore, anxiety, substance abuse, de-pression, anger are common in their reactions during the transition process. Of course, not every female veteran student has all or any of these problems and there are also other common experiences for both male and female veterans. Therefore, while some challenges will be the same for the veterans as a whole, the women veterans may have additional challenges based on their gender. Although, in the military women are often pressured to act more feminine, more masculine, or both, when it comes to the re-integration into civilian life these women often face the same identification problems. The difficulties here come from more acceptable and rewarding image of strong male veterans and more pressure to the female veterans as far as "the way in which they constructed meaning for their life is not appreciated on campus" [32, p. 40]. This kind of "identity crisis" is more likely to be handled due to establishing connections with other women on campus. As we consider what a military-friendly campus might look like, a place where veterans may be assisted in their (re)integration process, the next section looks at what is available at out two universities.

Two universities efforts to assist veterans

This section considers what is available for military and former military members at the UM at the time of writing. Much of this information was gleaned by Hasiak as she began her research into what might be needed and possible at LPNU.

What is available at University of Manitoba?

The University of Manitoba is a Canadian higher educational institution with a long history of cooperation with military students. For years no universities were interested in working with military. The UM cooperation with National Defense began in 1973 and the five-year contract extended to 32 years. Then, after the decision not to support any institution separately, the funding was over. Therefore, in 2006 the Military Support Office was created at the UM. Currently the University of Manitoba is one of two universities in Canada with a system of counting Military Training hours into their University Credit hours (the second one is Athabasca University, Alabama), and the only one in Canada with a person dedicated specifically to do this work. This person is Mr. Warren Otto, the only representative of the Military Support Office at the UM. After some time, more universities started to work on their programs to count military credits and have been referring to Warren since last year (i.e., 2019) [33].

The Military Support Office provides military members seeking a degree with support during this process. Warren is a military historian working at the MSO for nine years. Along with counting credits, Warren communicates with military students on an ongoing basis to support their education process. As he says, 96-97% of military students are doing distant online studies. They can be deployed anywhere at the time. Otto is used to working with students all over the world, able to support them in terms of authorized withdrawals when they cannot proceed with study

because of their work, as well as referring them to student support offices for their other needs. Currently Warren has profiles of about 700 students. Some of them are active at the moment, some are not. Sometimes some of them also drop off without letting him know, therefore the number of active students is between 300-400 per term.

Since online education is available only for undergraduate students at UM the MSO works with such Degree opportunities as: (1) Bachelor of Arts (General) Degree; (2) Bachelor of Arts Integrated Studies Degree; Bachelor of Social Work Degree. The need for graduate studies online was identified by the military students. For now, the most popular among military are the courses at: (1) Geography; (2) Political Studies; (3) History; (4) Psychology; (5) Criminology [34].

As Warren says about students with military experiences, sometimes "they have 25 years and millions of dollars for their education", funding provided by the Canadian federal government, generally. That is why it is important to acknowledge their achievements and to count their efforts. Additionally, these students are often more mature than regular university students and have families and current job responsibilities as they continue to study [33].

Besides the ongoing support provided specifically to military students by the MSO, it is necessary to point out student are also able to avail themselves of other services available to the general student population at UM. Some of these services are: Accessibility Services, Students Counseling Centre, Health and Wellness Office, Sexual violence support, etc. [23].

While recognizing all the efforts taken and work done to support students including military students at the UM, more research is needed to understand the needs of military and former military and the leading role is being taken in this area by the Centre for Defense and Security Studies (CDSS), which aims at advancing knowledge, understanding and debate in Canada on defense and security issues through an active research, teaching and outreach program [35]. More work can be done in studying military students support from the Social Work perspective.

What is available at LPNU now?

This section considers what is available for military and former military members and their families at LPNU at the time of writing. Comparing Canadian and Ukrainian exper-?ences in the work with military students, the first thing to mention is the absence of any system of counting military training hours into the university credit hours at Ukrainian universities., at this time. Therefore, entering the University, a military student is not able to use his or her military studies credits for chosen [civilian] university programs. For years there was no state policy developed to support military education at the non-military institutions. The exception here is the "Ukraine-Norway" project [15]. The focus of this project has always been retraining and social adaptation of military personnel and their family members in Ukraine funded by the Kingdom of Norway and conducted jointly by International Foundation of Social Adaptation, cohort of Ukrainian universities and non-governmental organizations. LPNU is one of the universities working towards the development of inclusive educational policy for students with special educational needs.

Accordingly, in response to the educational needs of this group of people two Services were created at Lviv Polytechnic National University within the International "Integration" Services. "No Limits" Accessibility Services was established in 2017 to provide actual access to learning opportunities at Lviv Polytechnic and to ensure continuous supervision of the education process of students with disabilities and chronic illnesses [36].

Veteran Services for combatants, their family members and internally displaced persons were officially established at the University in 2018. These Services are aimed at providing training and support services to students-veterans of war, students – members of families of veterans of war, internally displaced persons; and ensuring the provision of necessary information and assistance at a higher educational institution for these students [36].

As a result of the success of the "Ukraine-Norway" project and defined needs, the new Project "Norway – Ukraine". Professional Adaptation and Integration into the state system" has been started in Ukraine [15]. This program pays greater attention to the social adaptation needs of the students, and we know that more research is needed to discover how well this program is fulfilling the needs of the students and what more is needed not only at the LPNU, but also at other Ukrainian universities. In order to figure this out, we realized that a full needs assessment must be done. We describe the process as we see it in the next section.

What is working and where are the gaps?

Today the number of internally displaced persons in Ukraine is 1,445 million people. There are 11, 026 IDPs in Lviv, 23% of which are children under the age of 18 [37]. The official number of Anti-Terroristic Operation

participants is 362,095 (as of December 2019). Of those 23,166 live in Lviv region. In Lviv there are 508 families of perished ATO participants. Because of the bureaucratic procedures of acquiring the status, the real numbers of people directly affected by traumatic events might be higher. The shift in society is influencing not only those who are involved directly into war, but also those who communicate with people affected by trauma.

Lviv Polytechnic National University (LPNU) is one of the largest universities in Ukraine. The number of students is 35,000. As of 2019-2020 at LPNU the following was is the breakdown of students in the full-time education programs, most directly associated with military aspects of the conflict:

6 students – participants of ATO (Anti-Terrorist Operation) / JFO (Joint Forces Operation) (2 in 2018-2019);

811 students – children of participants of ATO / JFO (508 in 2018-2019);

8 students – children of perished participants of ATO / JFO (as of 2018-2019);

153 students – IDPs (internally displaced persons) (as of 2018-2019)

Since 2014 within the "Ukraine-Norway" project 428 persons – military officers, veterans and their family members have undergone training the project. In 2019, 33 trainees completed training courses during the spring semester and 33 trainees – during the fall semester. This spring (i.e. 2020) 32 veterans undergo training within the new "Norway-Ukraine" project [38].

At this point, we don't know much more about the needs of our military and former-military members at LPNU.

Conclusions. This concluding section summarizes our article and considers the next steps. We began this article by citing the research challenge of understanding the needs of military and former military members in civil society and wondering how our places of work, higher educational institutions might be meeting their needs. The authors are female academics connected with universities in Lviv, Ukraine and Winnipeg, Canada. Hasiak conducted much of the on-the-ground research and literature review as part of her Ph.D studies, and through this work we all discovered that military members and their families require some of the same accommodations that other students require and there are differences. We also realize that in order for our world to be a peaceful, functioning, civil place, all members must have their needs met.

Klinic Community Health Centre, an organization focused on working with individuals and communities dealing with trauma and experiencing crisis notes that anyone can be traumatized, therefore "regardless of its mandate, every system and organization is impacted by trauma and will benefit from being trauma-informed. Every system and organization has the potential to retraumatize people and interfere with recovery, and to support healing" [39, p. 15]. Further, "trauma-informed services do not need to be focused on treating symptoms or syndromes related to trauma. Rather, regardless of their primary mission… their commitment is [39, 21] to provide services in a manner that is welcoming and appropriate to the special needs of those affected by trauma" [as cited in 39, p. 15].

We know that cross-discipline and cross-sector involvement is needed to truly access what is needed to meet the needs of veterans of military service and their families. A full needs assessment must be done as part of the research. The next steps for this group of researchers is to support Hasiak in some participatory research with former military members in Lviv Oblast. This will be a pilot project which we hope to expand to other universities and higher educational insti-?utions.

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ГАСЯК Мар'яна Степанівна,
аспірантка кафедри соціології та соціальної роботи,
Національний університет «Львівська політехніка»

ФЛАГЕРТІ Морін,
доцентка програми миру та вирішення конфліктів,
виконавча директорка Центру українсько-канадських студій,
Манітобський університет

ГАЙДУК Ніна Михайлівна,
радниця програми соціальної роботи,
Міжнародний центр професійного партнерства «Інтеграція»,
Національний університет «Львівська політехніка»

СТАВКОВА Софія Георгіївна,
доцентка кафедри соціології та соціальної роботи,
Національний університет «Львівська політехніка»

ПОБУДОВА ГРОМАДЯНСЬКОГО СУСПІЛЬСТВА З ВІЙСЬКОВИМИ ТА ЇХ СІМ'ЯМИ: РОЛЬ ВИЩОЇ ОСВІТИ У ЗАПОВНЕННІ ПРОГАЛИНИ МІЖ ВІЙСЬКОВОЮ СЛУЖБОЮ ТА ЦИВІЛЬНИМ ЖИТТЯМ

Анотація. *Хоча в Канаді та в Україні військові сприймаються по-різному, включення ветеранів до громадянського суспільства є важливим для обох країн. Перехід від військової служби до цивільного життя може бути складним. Тому метою статті є дослідження ролі, яку заклади вищої освіти можуть і повинні відігравати у наданні допомоги колишнім військовим для їх кращої інтеграції в цивільне – громадянське – суспільство.*

Використовуючи змішані методи пошуку літератури, неформальні інтерв'ю та спостереження, автори розглядають спосіб концептуалізації «ветеранів» в Канаді та в Україні і те, як два конкретні університети зазначених країн намагаються задовольнити потреби ветеранів та членів їхніх сімей, базуючись на схожості та відмінностях їх потреб з потребами інших студентів закладу вищої освіти.

Оскільки саме громадянське суспільство несе відповідальність за підтримку ветеранів у їхньому переході від військового до цивільного життя, важливо заповнити прогалини, які існують як у розумінні потреб ветеранів, так і в наявності відповідних ресурсів для задоволення цих потреб. Саме тому наступним кроком є повна оцінка потреб ветеранів, яку автори рекомендують провести у Національному університеті «Львівська політехніка» – закладі вищої освіти у Львівській області, де проживає значна кількість ветеранів.

Ключові слова: *ветерани; громадянське суспільство; вища освіта; заклади вищої освіти.*