**Human Rights Education for Schools in the Luhansk region (Ukraine)**

1. **Objective and relevance (the world around us)**

* *What is the main purpose with the intervention, including challenges that need to be addressed?*

The aim of the project “Human Rights Education for Schools in Luhansk region” is to introduce and create awareness about human rights, democratic values, and active citizenship in the educational sphere in eastern Ukraine.

The protracted armed conflict has had a devastating negative impact on all spheres of society in the eastern regions of the country including the educational sphere and the civil society. More than 740 schools have been damaged or destroyed due to shelling and targeted artillery attacks since the beginning of the conflict[[1]](#footnote-1). Although many families with children have moved away to safer areas, some schools are still operating close to the line of contact where sporadic shooting, shelling and the heavy presence of the military are still part of daily life.

Damaged infrastructure, disruption of the economic system, the isolation of the region and poverty is limiting the local population to access quality services, contemporary educational methods and opportunities for personal development. The region is generally lagging behind the rest of the country in terms of modernization, digitalization, economic development and European integration. Outdated Soviet-era teaching methodologies, practices and interrelations between the teachers, school administration and students dominate the school system in the eastern region of Ukraine. Most of the teachers are of the older generation educated and trained in the Soviet Union, where students were taught to obey authorities, learn the right answers by heart and not ask unnecessary questions. These hierarchical relations are deeply ingrained and not even questioned by the local communities who have not seen other methods of teaching or interaction between teachers, the school administration and children.

The aim of the project is thus to address these underlying relations between all the participants of the educational process and draw their attention to the principles of human rights and children’s rights or the lack of these values in their respective school. Through seminars, workshops, simulation games and an educational conference, the project seeks to improve the quality of education in the conflict area, so that project participants will become aware of human rights, values of mutual respect and tolerance in their interrelations and in the school’s physical framework. Participants will receive tools and specific recommendations of how these values can be integrated into the educational process, interpersonal relations, physical surroundings and into their communities.

* *Describe the context of the intervention:*

Luhansk region is the most remote region with damaged, inaccessible and decaying infrastructure and a protracted low-intensity armed conflict. In the remote frontline settlements of the region there are not enough qualified teachers who could convey the knowledge of global processes in the world, human rights, and democratic values to children. Vostok-SOS has been working with schools in the Luhansk region for 3 years. Projects have included [educational courses, trainings](https://vostok-sos.org/pyat-shkol-luganskoj-oblasti-prinyali-uchastie-v-pervom-treninge-globalnoe-obrazovanie-znaem-prava-cheloveka/), improving the information and communica­tions technology (ICT) and introduction of human rights in the school system. During this time, Vostok-SOS has held several educational courses for the administration, teachers, pupils, and parents of schools in the 0-20 km zone from the contact line.

Vostok-SOS currently has ongoing partnerships with more than 30 schools in Luhansk region, most of which have shown good results. There is a continuous interest and demand for new extracurricular activities and informal trainings among teachers, parents, and students in these schools. The ongoing conflict, the remoteness of the region, lack of governmental financial support and lack of qualified personnel requires a continuing effort to improve the material-technical level, capacity, and competences of the local school system in the region.

* *The Nexus-approach in this intervention.*

The Nexus concept is defined by the OECD as *interlinkages between humanitarian, development and peace actions.* This intervention will take place in the conflict area of eastern Ukraine, close to the contact line which is dividing the government-controlled area of Ukraine with the unrecognized self-proclaimed Luhansk People’s Republic, currently uncontrolled by the Ukrainian authorities. According to the Nexus approach, this area falls under the definition of a *fragile context.*

This intervention seeks to address both the political fragility and the fragile security situation of the target group, school students, their parents and the school staff, by increasing their resilience, building their capacity and focusing on protection to withstand the challenges and hardships:

*Resilience -* by introducing, creating awareness, and teaching how to use the knowledge about human rights democratic values, active citizenship in the day-to-day lives.

*Protection -* by creating awareness about human rights violations and non-compliance with universal principles of human rights, citizen’s rights, and children’s rights in the school system in the conflict zone.

*Conflict management -* teaching human rights and democratic rights will empower the target groups to, on a human-to-human approach, to take active part in small-scale conflict management, promoting dialogue and finding consensus.

* *Describe how this intervention will strengthen civil society organisation – including active citizen­ship, volunteering, and public engagement – that contribute to social justice (realisation of people’s rights, reducing inequality and fighting poverty, participation in decision-making processes, equal access to resources, and just institutions).*

The intervention will first and foremost strengthen school professionals, students, and their parents, who will be trained in human rights, active citizenship, and public engagement. This is of special importance in eastern Ukraine, where the conflict has drained the local population, impoverished them, made them lose trust in their own future, and in their possibility to change their own situation, and the situation of their local communities.

During the educational course, the school administration staff and teachers will gain skills of including human rights, democratic values, and egalitarian relations into the educational process. The practical exercises of the workshops will make them pay attention to the interrelations, teaching methods and physical space of the school. They will become more engaged in their school and the activities of the school and empowered to create positive change and betterments in their respective schools and in their local communities.

The [UN Model](https://2009-2017.state.gov/documents/organization/232725.pdf)[[2]](#footnote-2) will teach youth the skills of activity citizenship, argumentation, democratic values, human rights, building consensus and creating dialogue. In the simulation game they will learn how international organizations work and make decisions. The children will be empowered to become leaders and more active citizens in their communities and country.

The intervention will lastly strengthen our Ukrainian partner organisation as an NGO by learning from their Danish partners who have professional experience in the educational sphere in Denmark, expertise in human rights and a rich tradition for volunteering and public engagement.

* *What climate- and environmental conditions do the partnership and/or the intervention need to respond to? And how have the partners responded to it? This could be in relation to the conditions of the target groups, the number of flights or the activities of the intervention, and how these affect the environment or climate in the area.*

The project partners have agreed to take the current climate conditions into consideration by minimizing the climate footprint with this intervention. Most of the intervention will be carried out in Chernihiv and in Luhansk region in eastern Ukraine where participants will travel by local train (electric traction) or bus. The only exception are the flight trips between Copenhagen and Kyiv for the project officers and coordinator of the Danish Helsinki Committee for purposes of transferring expertise and monitoring the project. Two representatives from Vostok-SOS will also visit Denmark for information work (please see p. 10).

1. **The partnership/collaborators (our starting point)**

* *Describe the experiences, capacities and resources of participant partners (including the Danish organisation) as well as other actors (e.g. their experiences with the subject matter concerned, knowledge of the context in which the intervention will take place, networks and relationships).*

**The Danish applicant: The Danish Helsinki Committee for Human Rights.**

The Danish Helsinki Committee (DHC) was established in 1985. DHC has a long experience of international projects in the former communist countries on human rights, rule of law, democratic reforms, free and fair elections, social and minority rights, and monitoring of human rights. DHC works on promoting democratic values, including support for the development and capacity building of civil society in Georgia, Belarus, and Ukraine, as well as the provision of educational programs at home to young people from these countries. Several previous projects have received CISU-funding.

DHC has the human and professional capacity to carry out the project and has experienced members, who have worked with international projects for decades. DHC has experienced members in popular education, civil society, involvement of citizens in local democracy and human rights. The Danish participants are expe­rienced in transferring Danish experiences to other countries and cultures in an equal and respectful way.

One of the Danish project officers of this project, Carl Erik Foverskov, has been project manager for a project with another Ukrainian partner in 2018/19, and another project officer, Hanne Severinsen has a long time experience of the Ukrainian society and Ukrainian politics from being Special Rapporteur for Ukraine at the Parliamentary Assembly of the Council of Europe and an advisor to a former Ukrainian government.

**The Ukrainian partner organization: Vostok-SOS.**

[Vostok-SOS](https://vostok-sos.org/en/about-us/) is a non-governmental organization that works to provide comprehensive assistance to internally displaced persons and to people who have suffered as a result of the military conflict in eastern Ukraine. Its activities are aimed at strengthening the civil society, building the capacity of local communities to ensure a sustainable development of the eastern regions, promote democratic values, human rights, the rule of law, and to achieve long-lasting changes in the east and in the country as a whole.

Currently, Vostok-SOS is working in Kyiv and in all of the Luhansk region, carrying out the following activi­ties: legal assistance, humanitarian aid, formal and informal educational activities, cultural activities, psy­cho-social support, documenting human rights violations, law enforcement monitoring, advocacy, improve­ment of the Ukrainian legislation on a regional and national level, media coverage of the situation in eastern Ukraine.

The organization’s work dates back to the beginning of the armed conflict when Vostok-SOS started as a volunteer civil initiative and a phone hotline in May 2014 by activists and civil society representatives aiming to help people affected by the war in eastern Ukraine. Vostok-SOS was one of the first volunteer initiatives whose members began to provide assistance to victims of the military conflict in the east of the country and in Crimea.

During the six years of work, the dedicated team has established its presence in the Luhansk and Donetsk regions and gained the trust of the local population and the local authorities as a reliable, trustworthy and competent organization with high work and ethical standards. Vostok-SOS has implemented both small- and large-scale projects in collaboration with various governmental, non-governmental organizations and UN agencies. As a community-based NGO that started as a response to a humanitarian crisis and with most of its employees being IDPs and local residents from Donetsk and Luhansk regions, it is well-versed in the local context and has a bottom-up and needs-based approach.

An important direction of its activities today is the development of civil society, educational and cultural activities to activate and empower local communities and create sustainable development of civil society.

[**The Educational Human Rights House Chernihiv**](http://www.ehrh.org/) is a modern and well-equipped educational, conference and resource centre founded by human rights organisations and civil society activists from different regions of Ukraine who believe that education is crucial in protecting human rights and bringing about long-term, lasting changes in the sphere of human rights. It is a part of an International Network of Human Rights Houses consisting of 15 houses and 100 organizations operating in 12 countries.

The Educational Human Rights House in Chernihiv (EHRH) has developed a program "The school as an area for human rights". Inspired by this program, Vostok-SOS and the Educational Human Rights House in Cher­nihiv will prepare the course to improve the education sphere focusing on human rights, children's rights, mutual respect, tolerance and egalitarian horizontal relations between all parties within the school system.

* *Describe any previous acquaintance or cooperation between the partners, and how these experiences have fed into the development of the proposed intervention.*

This project will be the first formal collaboration between Vostok-SOS and the Danish Helsinki Committee for Human Rights. Representatives from the two NGOs have visited each other in Kyiv, Severodonetsk and Copenhagen in August and November 2019 and have identified areas of mutual interest, values and the strong commitment to collaborate on a joint project in Ukraine.

Additionally, Julia Samokvalova, an active member of the Danish Helsinki Committee has for more than a year now lived and worked as a volunteer for Vostok-SOS in eastern Ukraine and knows the organization well, its previous work, expertise, capacities and resources which further strengthens the links, trust and the collaboration between the two organizations. During the elaboration of this project, she has been our primary contact person. During the project itself, as project manager she will be our primary contact person at Vostok-SOS. However, it is the Ukrainian staff and not she who will be implementing the project locally.

Project officer Carl Erik Foverskov has during his visit of Vostok-SOS in Kyiv and in Severodonetsk in the summer 2019 received a thorough knowledge of the capacity and the engagement of the organization, and an impression of the political, economic and cultural environment, where this project will be implemented. Later in the autumn 2019 a staff member from Vostok-SOS together with Julia Samokhvalova visited DHC and we had time to discuss our common project plans in detail. We also had a meeting with one of the CISU’s advisers.

Vostok-SOS and the Educational Human Rights House in Chernihiv (EHRH) have solid and proven experience in the field of formal and informal human rights education. They have been working closely together since 2014, conducting numerous educational events and implementing human rights projects in Ukraine. Vostok-SOS is a co-founder of the Educational Human Rights House and has actively participated in training activists and human rights defenders from different regions of Ukraine. The two organizations also have joint project work experience with primary and secondary schools in the Luhansk region. Previous educational programs of the partners, teaching methods and activities have shown positive results and impact in the past. The current project will be developed based on existing educational programs in human rights which have been tested in practice and adjusted to the context over many years of work.

The Danish Helsinki Committee knows EHRH from a previous joint project with the Ukrainian NGO AHALAR. Three project managers from The Danish Helsinki Committee visited EHRH last year and had a very good impression of their competencies and expertise.

* *Describe the contributions, roles, and responsibilities of the partners and other actors.*

**The Danish Helsinki Committee** will, as the applicant organisation, have the overall responsibility for the project, and will closely follow the intervention by communicating regularly with Vostok-SOS and their Danish representative in Ukraine as well as coming on monitoring visits. They will contribute to the project with their long-time experience in project management, civil society development in Eastern Europe, their expertise in information work as well as their analytical and historical insights. Two project officers from the DHC and the DHC Project Coordinator, Asbjørn Storgaard will participate in the Educational Conference in Severodonetsk, as part of the monitoring visit. As an active contribution to the project activities, the experts from the Danish Helsinki Committee will hold a seminar/lecture on the Danish educational system, the democratic and human rights values in Denmark, and about the European human rights monitoring system during the conference.

**Vostok-SOS,** the Ukrainian partner organisation, will be the main implementing partner of the intervention. They will (together with EHRH) be responsible for the selection of participants, organizing the events and logistics, informing partners, stakeholders, and the target group about the intervention and ensuring that the project follows the set timetable and lives up to the objectives and the overall goal. Vostok-SOS will in partnership with EHRH select the participating schools, organize the courses at EHRH, the UN-model simulation game and the final Educational conference in Severodonetsk. The organization has solid experience in managing both small- and large-scale projects and is well-versed in the local context. The team has extensive knowledge of the region, and has a great network of activists, civil society actors, and partners in the region.

**The Educational Human Rights House** in Chernihiv will be an important partner of Vostok-SOS in the intervention. EHRH will take on the expert support of the project, develop the training program for the schools, and will be responsible for partial logistical support related to the work of the educational space in Chernihiv where project participants will be housed during the 4-day trainings. In addition, joint actions are planned to inform the target group, other interested parties and stakeholders about the project, selection of participants and post-educational activities. EHRH will be advisers during the whole project.

The project idea, outline and budget are designed and prepared jointly by Vostok-SOS and the Danish Helsinki Committee. Both organizations have strong networks in their respective countries and have previous experience in conducting similar projects. This project will be a collaboration where both organizations will add their value and expertise and will be a process for mutual learning, the exchange of ideas and strengthening the links between Ukrainian and European organizations.

* *Describe how the intervention will contribute to developing the relationship and collaboration between the partners.*

Vostok-SOS is a new partner for The Danish Helsinki Committee and this project will be the first formal collaboration between the organizations. However, the prospects of this project is the beginning of a long-term partnership as the two organizations share the same values and objectives. We envision that this could be a start for cooperation between the two organizations, including similar projects on a bigger scale, e.g. with EU-funding. Our experiences complement each other with Vostok-SOS’s extended knowledge about the current situation in eastern Ukraine and their networks among local schools, and the DHC’s expertise in the areas of human rights, post-soviet countries, democratic values and education. Both NGOs have active members and are founded on the values of volunteering, active citizenship, democracy and a strong civil society.

1. **Target groups, objectives, and expected results (our intervention)**

* *Describe the composition of the target groups: specify approximate number of people in primary (the persons who will participate in the activities of the intervention) and secondary (persons who will be affected by the activities of the intervention without having participated in them) target groups disaggregated by e.g. gender, social groups or other relevant factors.*

The primary target group for this intervention are teachers, school administration staff, local authorities in the educational department, students, and parents from 5 schools in Luhansk region in eastern Ukraine. A total of 166 teachers and staff from the school administration, 25 parents, 90 students and 2 representatives of local authorities in the regional educational department will take part in the activities of the project. A break-down of the numbers are provided below in each of the activities:

90 school staff, 25 parents and 50 children will take part in the educational course on human rights.

70% of the pedagogical staff (teachers and schools administration) are women with a higher education. In Ukraine staff in the educational sphere is mainly composed of women and in the eastern region, teachers are predominantly 50+ years old.

Parents participating in the project will also be 70% women, 30% men. In Ukraine historically, women take a more active part in the lives and school life of their children. Most of the parents are middle working class, with a professional or higher education.

Children from the older classes will take part in the project workshops and in the Model UN: 9-11 class, 50% women and 50% men. In total 90 students will take part in project activities: 50 in human rights workshops and local assessment of school and the 40 students in Model UN. 16 teachers will also take part in Model UN.

70 teachers and school administration staff will participate in the Educational Conference in Severodonetsk The participants of this activity are from Vostok-SOS’ network of schools from all over Luhansk region. Representatives of the Regional department for education and science Luhansk oblast state administration will also be invited to take part in the conference. 70% of the participants are women, 30% men.

The secondary group will be all 2000 students and staff from the five schools who will receive information on human rights in their schools from the main participants who have completed the training.

The tertiary target group benefitting from the project are students, teachers and school administrations from other schools as well as local communities in Luhansk region. Through the network of schools, media coverage and joint events, they will learn about the intervention, its results and, hopefully, be inspired to conduct similar activities and positive change and betterments in their schools.

* *Describe how the target groups will participate in- and benefit from the intervention.*

The target groups will be informed about the possibility of participating in the project via Vostok-SOS’ and EHRH communication channels (Facebook, websites, Instagram and Telegram, email and phone calls). An application will be prepared where schools can apply to take part in the educational course on human rights. Likewise, a separate application process will be organized for school children (9-11 grades) to take part in the Model UN. In both application processes, the commission (Vostok-SOS and EHRH teams) will select the most motivated and active applicants. This will ensure the commitment and interest of the participants.

The school administration staff, teachers, parents and students will receive new knowledge on human rights, active citizenship, democratic processes and how to integrate these values into the educational process in their school as well as in their local communities. As a result, students and parents will be more aware of their rights and able to voice them. Teachers and administration will pay attention to upholding human and children’s rights in the school as well as be empowered to create positive changes in their schools, modernizing teaching methods and introducing a more participatory teaching methodology.

5 most motivated high school students from 8 schools in the region will be chosen on a competition-basis to take part in the Model UN simulation game. Prior to the event, students and their teachers will receive trainings and homework to prepare for the game. Here they will learn the structure and work processes of the UN and its commissions. During the Model itself, 40 students and 16 teachers from different settle­ments of the region will travel to Severodonetsk to participate in the two-day Model UN. This game has shown positive results in developing children’s competencies in communication, presentation, building consensus, leading constructive dialogues, argumentation skills and respecting each other's views[[3]](#footnote-3). At the same time, students will learn about the work of international organizations, UN agencies, important topics in the world and be empowered to pursue careers in international relations, politics, in the civil society sector etc.

* *Describe the objectives and expected results.*

**Objectives and results:**

**1.** Five Schools have become aware and have integrated human rights and democratic values into the educational process, including tolerance, inclusiveness, and mutual respect. These principles have become fundamental in the school environment, in relations between all participants in the educational process (internal regulations, educational programs, learning process and the structure of educational institutions).

**2.** Students from 8 schools in the crisis region have been empowered and have acquired new skills in active citizenship, communication, leadership, consensus building. They have received knowledge about global processes, peace building and the work of UN agencies.

**3.** The network of schools has been broadened and strengthened by sharing and disseminating knowledge and experience on promoting positive, participatory and democratic changes in the educational system in the eastern region of Ukraine.

* *What is the strategy of the intervention? Describe the planned activities and how these will lead to the desired outputs and achievement of the objectives.*

As schools often have the role of a community centre in small settlements and towns where community members meet at various occasions, we have chosen to focus on these institutions as they will function as catalysts of change, democratic transformations and active citizenship in the communities. The schools are also the institutions where the future generation is socialized and taught, that is why a big part of our target group are students. Our intervention is comprised of the following interlinked activities:

**Educational course for schools:**

An educational human rights course will be prepared for 5 schools in Luhansk region. The course will consist of two 4-day workshops in EHRH and one 2-day workshop in every school over a school year. The workshops / seminars are divided and organized for different target groups in the school system. The 4-day seminar will be for a group of school teachers, school psychologist and school principal; the other block is for students (9-11 grade), school teachers, school administration, and parents.

After the first training, the participants will make an assessment of their school according to established criteria and it will be assessed by the independent course experts during the local trainings in each school. Following an analysis of pupils', parents', teachers' assessments of the school as well as the external assessment, specific recommendations will be prepared for each of the schools.

The educational course will provide a series of trainings on human rights education and democratic development as well as remote learning and counselling, aimed at supporting the sustainable development in schools and communities in accordance with human rights standards and democratic principles.

**Model UN for school children (9-11 grade)**

The [Model UN](https://2009-2017.state.gov/documents/organization/232725.pdf) is a game that simulates the work of various UN bodies. Its participants act as diplomats and take active part in the discussion of issues on the world agenda by simulating the activities of two UN committees. Themes for the two committees will be selected based on current issues on the world agenda at the time of the event.

This activity will empower young people in the crisis region by developing a broader outlook for students, stimu­la­ting the desire for a peaceful solution to world problems and finding consensus, building commu­ni­ca­tive, political, social and leadership competencies, raising the awareness of the young generation on issues that concern the world community, promoting interest in the activities of the UN, other internatio­nal organizations and the civil society, increasing schoolchildren's awareness of world problems.

**Educational conference for school teachers and administration**

An educational conference is a platform where all schools participating in the program, local education officials and employees of national and international organizations in Luhansk region can meet to share their knowledge, experience and develop their cooperation. During the conference, the project manager or officers from DHC will give a lecture/seminar on the integration of democratic principles, egalitarian/horizontal relations and human rights in the educational system in Denmark.

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| **Objective** | **Activity** | **Output** | **Timeframe** |
| 1. Schools have become aware and integrated human rights and democratic values into the educational process | **1. Human rights educational course for 5 schools in Luhansk region:**  **-** Development of the educational course  - Two 4-day training in Chernihiv  - Self-assessment by schools  - Two-day local training at the schools  - External assessment of the schools by the experts and development of individual recommendation to schools | 1.1. 20 teachers and school administration staff have completed trainings in human rights.  1.2. 90 school staff, 25 parents and 50 students have received training in human rights at local trainings.  1.3. Assessments have been conducted and schools have received recommendations | October 2020 - June 2021 |
| 2. Students in the crisis region have been empowered and have acquired new skills. | **2. Model UN simulation game for 8 schools in the Luhansk region**  - Selection of students.  - Remote training sessions  - Holding the 2-day Model UN simulation game | 2.1. 40 students and 16 teachers from 8 schools have taken part in the Model UN simulation game, learned new skills, active citizenship. | December/January 2020 |
| 3. Network of schools has been broadened and strengthened. | **3.1. Educational conference in Severodonetsk**  - A one-day conference in Severodonetsk for representatives of 35 schools  - Lecture/seminar by project officers/manager of the DHC | 70 teachers, school administration and representatives from local authorities have broadened their network, shared knowledge and lessons. | April/May 2021 |

* *What are the plans for systematising experiences along the way and at the end of the intervention?*

A monitoring and evaluation scheme will be designed and agreed upon by both project partners. Monitoring will take place during the whole duration of the project both from Vostok-SOS and the Danish Helsinki Committee.

Each workshop and training will be evaluated by the participants of the course and their comments will be taken into consideration for future training activities. The experts of Vostok-SOS and EHRH will also do a reflection after each training day to note positive and challenging moments and lessons learned. This knowledge will be systematized into a form to share with the partner DHC and for future development of similar projects and programs.

The project officers and coordinator from The Danish Helsinki Committee will, at their monitoring visit, have the opportu­nity to participate in the educational conference in Severodonetsk, where they can obtain valuable feed­back and information about the impact of the intervention, both from the implementing organizations, and from the primary target group of the intervention.

The lessons learned and best practices during the intervention will be shared during the educational conference in Severodonetsk and during information work in Denmark. A final report of the intervention will be prepared by Vostok-SOS and DHC jointly.

1. **Intervention-related information work in Denmark**

*Information work in Denmark is not a requirement, but an option, which applicants are encouraged to take advantage of. A maximum of 2 % of the intervention budget can be applied for (budget lines 1-7).*

*If information funds are applied for, the following points should be reflected upon:*

* *The purpose of the information work.*

The conflict in eastern Ukraine has the character of a forgotten conflict. Although the now 6-year-long war still has dire consequences for the local population, risks to their safety and health, psychological stress and trauma, disrupted economy and damaged infrastructure, this situation is nearly forgotten in Western Euro­pe. The purpose of the information work in Denmark is to raise the awareness about the ongoing conflict and the current situation among the Danish political establishment, journalists, writers, social science researchers, experts and among the general public. Project staff from Vostok-SOS and DHC plan both to tell about the project results and impact as well as shed light on the general situation in eastern Ukraine.

* *The target groups of the information work.*

The target group of this information work are Danish politicians, Danish media, members of the Danish Hel­sin­ki Committee, the Ukrainian diaspora in Denmark, journalists, social scientists, experts in conflict studies, Eastern Europe, post-soviet countries and foreign politics and the general public. We are also planning to arrange a network meeting in collaboration with CISU with Danish NGO’s working in Ukraine.

* *The means of communication to be used (social media, printed matter, theatre, events, or the like).*

The different means of communication for this purpose will be the following:

Meetings with Danish politicians and other influential persons, Public meetings arranged by The Danish Helsinki Committee, CISU network meeting for neighbourhood regions – Ukraine, Press conferences and interviews for Danish media, articles in the DHC quarterly journal [MenneskeRet&Vrang](http://helsinkicommittee.dk/tidsskrift/) and in the DHC Newsletter.

1. **Supplementary financing**

This intervention has no supplementary financing included.

1. <https://www.refworld.org/docid/5be942fdef.html> [↑](#footnote-ref-1)
2. <https://2009-2017.state.gov/documents/organization/232725.pdf> [↑](#footnote-ref-2)
3. <https://2009-2017.state.gov/documents/organization/232725.pdf> [↑](#footnote-ref-3)