**New Pathways in Ukraine: Popular education, local democracy and Human Rights**

1. Objective and relevance (the world around us)

***Main purpose***

The two partners, Ahalar from Chernihiv in Ukraine and The Danish Helsinki Committee (DHC), have agreed to cooperate in a pilot project with the aim of enhancing the capacity of civil society to strengthen participatory local democracy and human rights in Chernihiv. Building on local experiences, the project brings Danish input, experiences and knowledge to the process of building democratic participation and community initiatives at the local level and promotion of human rights. During the project, Ahalar will gather experiences for a nationwide program for promoting popular education in Ukraineas a tool for democracy and human rights.

The immediate objectives are triple:

* Establishing and building capacity of the Chernihiv Non-formal Education Center (CNEC) as an integrated but informal network of local partners to Ahalar, that has been prepared to run popular education programs through their own educational experiences in the project. The mission of CNEC is active citizenship and community learning for local democracy and human rights in Chernihiv. The partners will share their learning experiences, knowledge and skills and together develop new learning programs. The partners will make popular education visible, facilitate networking and learning, disseminate experiences of popular education and work for recognition of popular education.
* Strengthening civil society participation in local democracy through educational activities, that contribute to realizing strategic goals of Chernihiv City: “Strategy of Chernihiv Development until 2020: “Development of human potential, People First”: Citizens as a key factor of change in the city, to create an environment in which the citizens have the opportunity to express themselves and meet their own needs for self-identification and their own development.
* Strengthening human rights in the local community through educational activities, that enables the participants to promote and protect human rights as a cross-cutting activity.

The pilot project extends previous cooperation between Ahalar and DHC with more partners of Ahalar with the aim of delivering educational activities and capacity building along the road to run CNEC and to go national after the pilot project. The new project lifts the level from activities to organization. Such a construction and process is new in Chernihiv and in Ukraine: partners go together and learn from their own practice processes to develop new educational and organizational capacity (learning organization). Education and learning in one process in a group room for team reflection on what works and does not work. The new element is the Center for non-formal education, a platform based approach to civil involvement and human rights work in Chernihiv. One of the main challenges for CSO in Ukraine has been lack of cooperation, common strategies and sharing of experiences, which CNEC will try to overcome.

***Challenges to be adressed:***

There is a strong popular support in Ukraine for a democratic development with free and fair elections, anti-corruption measures and social justice. The recent presidential and parliament elections showed a great majority for changes of the social and political system and a strong wish to walk a new path in the direction of a liberal democracy. However, it is necessary to consolidate the democratic progress by citizens’ engagement to make social and political progress sustainable and to root the political culture in a strong civil society of active citizens. Since The 'Euromaidan' protests in Ukraine (2013–2014) people's expectations of profound changes through implementation of reforms and genuine democratization of the society are great. *“The realization of these expectations depends on many preconditions, among them the pattern of political culture, which reflects the readiness of people to contribute actively to the establishment of a new democratic regime in their country. An analysis of the political orientations of citizens over the past two decades shows that only a small part of the population can be called strong democrats, whereas the majority of the population avoids active political participation and holds a rather output-oriented position, which may facilitate the persistence of an authoritarian political regime.* (Political Culture in Ukraine. Kseniia Gatskova and Maxim Gatskov). CSOs are perceived to play an important role in the development of a new political and administrative culture in the post-Maidan Ukraine, in particular as regards promoting transparency and accountability in the public life. Although civil society is vibrant in Ukraine, also outside of Kiev, and there is a stronger engagement of civil society in the design and implementation of public policies, the level of individual engagement and civic activism remains rather low with less than 20% of Ukrainians being members of CSOs (See EU Roadmap for engagement with civil society in Ukraine). According to the national public opinion poll only 7% of Ukrainians are actively engaged into community life and 22% participated in one or two community events occasionally.

The state of affairs for civil society in Chernihiv is characterized by the same patterns of low engagement in community life by people accustomed to paternalism and high centralization of power that has caused the citizens to avoid responsibility for changes at local level. Youth departs for Kiev and abroad and there has been an annual decrease in the population since 2011. Citizens have low capacity to solve their societal problems in democratic negotiation processes. Only 3 percent of the registered NGOs deal with education and culture. It does not mean there is no potential for a vigorous civil society and citizens’ initiatives. There are good examples of citizens’ engagement in local embellishment of the city, social projects and youth programs. The local government has adopted a charter for cooperation with the citizens on local democracy (Strategy of Chernihiv Development until 2020). *“It is through the development of human capital that it is possible to form the prerequisites for a qualitative change in Chernihiv”.* However, better skills of CSOs to focus on aims and strategies and better abilities to take part in joint activities and common learning might enhance the effect of CSO activities.

***The context of the intervention***

The project takes place in a **fragile context** on several political, social and cultural levels. The challenges are great, many and multifarious. Most of these problems are happening on the level of municipalities, communities, and families. However, people do not have a clear vision of what to do and how to do it. They lack an inner compass to guide them through hope and disappointment. Therefore, informal education and new skills are increasingly becoming in demand. The project will address social and political fragility and involve already existing resources in the target group. It will increase social resilience by learning and empower the target group by capacity building using learning from experiences and relate to the Chernihiv City strategy on human potential. Non-formal education and new experiences can play a leading role in ensuring that citizens acquire the key skills necessary to enable them to influence their lives and to adapt flexibly to changes. See the report *Frontiers of Democracy; non-formal education in Ukraine, its state, needs, challenges and impact* by Olga Budnyk: *“…it is worth noting that… non-formal education in Ukraine plays an important role in social transformations, promotes democratization of society and makes it easier to adapt to new conditions and challenges… As for the impact of non-formal education, it should be noted that people who have obtained advanced knowledge and useful skills through such education, are beginning to become the very changes that they desire to make, wherever it is, at the mayor’s office, the city council, the university, etc. Non-formal education is an opportunity to be competitive on the global labor market; it is the ability to move and to develop one’s own country, to accelerate change and develop human capital”*. <https://publications.ceu.edu/sites/default/files/publications/fod-budnyk.pdf>

**How the intervention will strengthen civil society organising**

Civil society will be strengthened by the double loop of learning and organisational learning from practice in a team. The participants will acquire new qualifications and new competencies as well about how to run and organise together. To make a broader and deeper impact on civil society this project is organised within teambuilding and with focus on realisation of people’s rights, reducing inequality and fighting poverty, participation in decision-making processes, equal access to resources, and just institutions.

**Climate footprint:** It is estimated that the project has a low impact on environment. To minimize emissions of co2 from flights to meetings, skype meetings will be used to the maximum. The partners will reduce use of paper to a minimum, try to avoid plastic and reuse disposables to a maximum.

The partnership/collaborators (our starting point)

***Experiences and capacities that each partner brings to the intervention***

**Ukrainian partner: Ahalar:** Ahalar in Chernihiv has a long experience of designing and implementing a great deal of national and international projects of educational initiatives for youth and adults, and Ahalar has knowledge of local context and networks of local civil society organizations. The organization was established in 1994. The objective of Ahalar is to contribute to the creation of a harmonious, sustainable and democratic society in Ukraine by solving urgent problems in the local community. Ahalar educates socially active leaders, animators and local initiative groups in a systematic approach of four qualities: Self-organization, Cooperation, Creativity and Energy. Ahalar has run programs on among other things ecology, civil society, management, conflict resolutions, social issues, mental health, local initiatives and charity activities.Ahalar is project partner to DHC. To strengthen the non-formal-education center and to make the results of the project wider disseminated and more sustainable, Ahalar has agreed with five Chernihiv based organizations to integrate their efforts in achieving the project objectives. These organizations will contribute to the capacity building process to further popular education in Ukraine. They are active in various spheres of public life (public bodies, CSOs, community institutions, business etc.). The organizations have long time experiences in non-formal education, civic engagement & local democracy projects and knowledge of local context. They are selected for their community and educational experiences, and they share the same visions and values. The organizations are: 1) Education House on Human Rights; 2) Regional Youth Center; 3) Regional Department of National Public TV Campaign UA: Chernihiv; 4) Art platform “Living Cabinet”; 5) NGO “Eco City”. Ahalar has also an open relationship with the Mayor’s Office of Chernihiv to advocate for citizens’ involvement.

**The Danish partner: The Danish Helsinki Committee on Human Rights:**

The Danish Helsinki Committee 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 with democracy development in Ukraine among other countries. DHC has human and professional capacity to carry out the project. Experienced members have for decades worked with international projects. DHC has experienced members in popular education, civil society, involvement of citizens in local democracy and human rights. DHC is experienced in exchange with other countries and cultures and in an equal way in a dialogue of common learning. One of the DHC participants has been active in this field since the 1990s and helped social workers to set up institutions in several post-communist countries. The participants are experienced in popular education as teachers and board members of educational associations and have long-term experience with citizens’ engagement in Local Committees in Copenhagen, networking and local democracy.

**Previous acquaintance or cooperation**

DHC has cooperated with Ahalar since the beginning of 2000s. DHC has visited Ukraine several times and hosted groups from Ukraine and informed them about the Danish society and system. The two partners cooperated in the project “Power of synergy: Raising commitment and engaging citizens in making decisions”, that terminated in the autumn 2019. This project developed a training program for activists in community program and basic knowledge of local democracy, including participation methods, building coalitions, conflict resolution, negotiation, team building and mobilizing resources for local changes and communication strategy. A coaching program for support and supervision of community leaders was developed as well. The methodology for training activists worked out in the project has been improved due to the experience of DHC among others. The project brought Ahalar in contact with new community groups of which some have become partners to Ahalar in the new project. Considering these achievements and potential, Ahalar, DHC and local partners to Ahalar will be able to invest it into social capital of the local development of Chernihiv. In the new project, the partners will focus on local capacity building by establishing a center for non-formal-education as an integrated unit of Ahalar and as a platform for civil involvement. The partners will develop the center to become a local driving force for popular education, local democracy and human rights in Chernihiv and prepare the center for national activities. However, they want to analyse and assess their own educational practice, methodology and organizational capacity in a pilot project. What works and what works not? Experiences will be collected along the road in the processes, andmethodological programs and educational achievements will be stored and made public in a national portal ([www.dobrodel.org.ua](http://www.dobrodel.org.ua)) in a systematic way. The pilot project builds upon Ahalar’s and partner’s educational endeavors to build the capacity of resolving local community problems. It is the vision to go national in a new phase after the pilot project. The next step is to try to start a similar process in 2-3 regions of Ukraine.

**The contributions, roles, and responsibilities of the partners and other actors**

Ahalar will be responsible for direct implementation of the project, which includes communication with stakeholders and local partners, educational process and visibility of the project, monitoring and evaluation and overall coordination of the project. Ahalar is in charge for design and implementation of educational programs, engaging participants and communication with Danish partner.

1. AHALAR Center. Coordinates all project activities and conducts three educational programs: “Life balance” - conflict resolution and burnout prevention; ”Shape your future” - youth and community in XXI century; “Read between the lines”. AHALAR also supervise the design and implementation of community initiatives.
2. Education House on Human Rights (EHHR). EHHR protects, empowers and supports human rights defenders and their organizations, and is part of an international network of Human Rights Houses. As part of the project, EHHR will teach the community representatives on “How to protect human rights” in everyday life (Human Rights Based Approach as a crosscutting theme in all CNEC educational programs).
3. Regional Department of National Public TV Campaign UA: Chernihiv. Public TV which covers all the important events and process in the country – reform, elections etc. – was created in Ukraine two years ago. In this project, AHALAR will cooperate with regional department of UA: “Suspilne” in Chernihiv region. TV channel UA Chernihiv together with AHALAR will conduct educational programs on “Read between the lines”
4. Regional Chernihiv Youth Center contributes to the project by providing AHALAR and other project partners opportunity to conduct the planned activities at their facilities and provides information and logistic support.
5. Art platform “Living Cabinet” in cooperation with NGO “Eco City” will contribute to the program “Urban design”. They will concentrate their efforts on self-understanding of people through modern culture and art. The idea of their workshops is to create individual objects through study of their own city space. Participants will learn to make decisions in the formation of an idea and express it through a visual language.
6. NGO “Eco City”. A partner organization implements program “Urban design” that introduces people to the goals of sustainable development and how at a practical level in an urban environment to embed these values into daily life. At the same time, involving people in decision-making and teaching them to defend their interests.

DHC is responsible for exchange of Danish experience and knowledge on popular education, active citizenship and human rights as inspiration for the Ukrainian partner’s own reflection. DHC will inspire and act as a help-to-self-help partner and give input to developing Ukrainian solutions. The methodwill be dialogical, participatory and encouraging to find the participants’ own motivation and competences and exchange of experiences.

**Popular education:** on popular education in Denmark and democracy movement in the 19th. Century, on learning for life, Grundtvig and Folk High Schools, on democracy and enlightenment, dialogue as a means of democracy, about learning and personal stimulation, learning as change, popular education and democratic participation in society, popular education and equal opportunities, popular education associations, learning as a tool for social inclusion, study circles, evening schools, learning adapted to the students need, the popular education association as a democratic cell, learning and active citizenship, popular education as a means to strengthen civil society, the association for popular education as a democratic cell and laboratory.

**Active citizenship:** Why active citizenship, popular education and local development, active citizenship at the heart of popular education, experiences in Denmark with Local Committees to increase civic engagement, different models for engagement, about involving citizens in local discussion and decision-making, Local Committees as a bridge between citizens and the City Council, citizens drawing up plans for a local district, civic participation and local coherence and trust, local dialogue and inclusion, how to mediate disagreements and conflicts on the local level, local funds to build local cooperation and social coherence. We do Democracy, Citizens’ Assemblies.

**human rights:** basic human rights concepts and instruments, human rights based approach to local development, how to work with human rights in a local context, human rights led local development, human rights education and capacity building and policies towards local public authorities, human rights and sustainable development goals, building partnership, human rights advocacy, monitoring and evaluation.

Communication scheme of the project will be elaborated jointly. Monitoring and evaluation scheme will be designed by Ahalar and DHC. Monitoring will be conducted one time during the project period. DHC will visit Chernihiv for final evaluation. DHC will visit Chernihiv three times during the project.

**How the intervention will strengthen the relationship between the partners**

The relationship between the partners is strong from previous cooperation. The partners expect that the intervention will:

* enhance mutual understanding and trust between partners, as well as knowledge of strong and weak sides of each other;
* will pave the way for further common work on the interventions of bigger scope and social impact;
* will let us develop optimal modalities of cooperation in a joint initiative;
* expand the space for cooperation, sharing experiences and approaches in addressing common challenges.
* prepare the partners for a national project

Target groups, objectives, and expected results (our intervention)

The composition of the target groups:

Primary target group: 120 residents of Chernihiv - animators, who will participate in 5 educational programs - people who are active in various spheres of public life (people who have potential and are willing to contribute to community development at any level) and are faced with a lack of the necessary competencies to implement positive democratic changes. Selection criteria: 1) Age after 18, 2) be active or have a desire to develop in one of the socially important areas for the city. Age and gender of candidates will be considered in order to keep the gender and age balance. Secondary target group: Final beneficiaries are the residents of Chernihiv who will receive an inspiring group of compatriots who show new standards of behavior, positive examples of social activity, approaches to self-education. This will allow more citizens from Chernihiv to join new areas of experience, expand their horizons for future changes. It is estimated that 500+¬ citizens will be affected by the project.

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

After completion of the preparatory stage, Ahalar will begin the process of promoting the educational products and direct training of the target audience. The selection of participants to the groups will be carried out on a competitive basis by an independent commission, which will include 3-5 people, representatives of civil society, teachers, leaders of communities plus a teacher responsible for the whole program. Announcements on recruitment to CNEC will be published on city websites and in local media. Approximately three-six months period will be dedicated to planning and implementation of 4 small local initiatives. This initiative should be a logical continuation of the material under study and lead to positive changes in the community at grassroots level. Project authors assume that participants will raise necessary funding for their initiatives themselves. Among possible sources could be local businesses, local authorities, NGOs, donors & other community members. AHALAR is also enabling the option to support up to 4 best projects with additional funding up to 500 EURO (Total budget: 2000 EURO). The selection among the candidates will be conducted by an independent commission of 3-5 persons representing different sectors of society. Criteria: solution of social problem of the city, connection with the passed material, feasible, wide involvement of CNEC students and Chernihiv residents, innovation, mobilization of additional financing.

The use of Dobrodel web platform will be expanded. To ensure comprehensive support of the participants’ initiatives an option of making remarks is envisaged at Dobrodel platform. Project staff will utilize this tool in their work with participants. Educational programs and methodologies will be published in an updated version of Dobrodel free of charge. The portal has existed for 5 years and with good results in networking community activities. More than 6000 users and more than 1000 local community projects are registered on the web platform. The portal is serving as a promoter of best practices in local initiatives. Participants will be able to consult their activities with each other through social networks and get advice from all over Ukraine.

Describe the objectives and expected results.

Ahalar will design the educational programs in cooperation with local partners. During program design and program implementation, the Ukrainian teachers will be supervised by Danish colleagues and modify their program accordingly without intervention from DHC in the curriculum (reflective dialogical Socratic supervision with the aim of finding new possibilities for actions and new learning from challenges, supportive, challenging and initiating attitude). For this purpose, Skype meetings will be organized and relevant issues on the program will be discussed. The educational program will be designed for 120 participants and includes 570 hours (350 hours lectures and training, 140 hours coaching, 80 hours project activities).

**Theoretical component** includes 350 hours (of lectures, public speeches, master classes, trainings, excursions, practical tasks) which will contribute to five 70-hour programs: 1) “How to protect human rights”, 2) “Read between the lines”, 3) “Urban design”, 4) ”Shape your future”, 5) “Life balance”. The program "How to protect human rights" will be integrated into other four programs as a separate block, being a common value superstructure. Its length will be 11 hours, which in total will give 44 hours for all four programs.

**Practical component:** All programs envisage engaging participants into community work as animators. We expect that participants of four programs (“Read between the lines”, “Urban design”, ”Shape your future”, “Life balance”) will design and implement small-scale community projects. It includes 80 hours of project activities, implemented by the students with the support of a manager of small grants and 140 hours of coaching for those students who would like to be supervised and supported in achieving both their personal goals and objectives related to the implementation of mini-projects.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Theoretical component** (350 hours lectures and training) | *“Read between the lines”*  (70-hour programm) + *“How to protect human rights”* (17,5-hours)  30 participants | *“Urban design”*  (70-hour programm) + *“How to protect human rights”* (17,5-hours)  30 participants | *”Shape your future”*  (70-hour programm) + *“How to protect human rights”* (17,5-hours)  30 participants | *“Life balance”*  (70-hour programm) + *“How to protect human rights”* (17,5-hours)  30 participants |
| **Practical component** (80 hours & 140 hours) | 20 hours project activities, 35 hours coaching | 20 hours project activities, 35 hours coaching | 20 hours project activities, 35 hours coaching | 20 hours project activities, 35 hours coaching |

To implement the developed programs, we will update and supplement our material and technical base by purchasing the necessary equipment (flipchart paper, paints, marker pens, brushes etc. Music instruments and mats for group integration and relaxation).

**“Read between the lines”** is performed by Ahalar in cooperation with TV channel “UA Chernihiv” & Regional Chernihiv Youth Center 100 hours for 30 students (70 theoretical/20 practical/35 coaching).

This program contributes to building capacity in technology, information and media literacy. This program will support people in improving their competences in work with information and critical thinking skills. People will learn how to analyze information, recognize fakes, infomercial materials, propaganda and manipulation in the media. Participants will learn which technologies, tools and techniques to use and how to organize, share and protect digital information. They will also learn how to share knowledge and collaborate with others to complete tasks and solve problems.

**“Protection of Human Rights Program”** (17,5 hours for 120 students) is performed by Chernihiv House of HR. The aim of the program is to help students understand what human rights is and learn the basics of advocacy, as well as learn how citizen can apply this approach in different situations in practice. The HRBA component takes 11 hours in the following areas and can manifest itself not only as a lecture or training material, but also as a lawyer's help in specific cases during the implementation of their community projects. Since "Human Rights Protection" does not recruit students independently, its target audience will be 120 participants of 4 other programs.

**“Shape you future”** is performed by Ahalar & Regional Chernihiv Youth Center (100 hours for 30 students). The program of youth activation (with the involvement of their parents), which helps to develop the necessary skills and develop a personal strategy for their future development in society. The program includes development of such skills: teamwork, goal setting, conflict resolution, communication, project work, self-sufficiency development and conscious choice skills. Conducting career orientation tests. Development and implementation of social projects. Coaching support and work with parents to create a personal development program for each of the teenagers. At the end of the course the participants will improve their skills, define their future professions, develop programs to achieve their goals, acquire skills to implement a social project for the city.

**“Urban design”** is performed by NGO “Eco City” together with “Living Cabinet” & Regional Chernihiv Youth Center (70 theoretical/20 practical/35 coaching for 30 students). The program will contain thematic lectures, urban studies, practical workshops and case studies of successful tactical urbanism. Topics: How does urban space affect our behavior? What is Tactical Urbanism and its scope of application? Introduction to the concept of "urban ecology". Street art as part of an urban identity. Urban farming as a tool for community development. Graduates of the course will acquire theoretical knowledge about urbanism, will participate in the campaign of transforming the public space, will acquire practical skills of tactical urbanism and will be able to form the first thematic community in Chernihiv. In the long term perspective, the experience gained will help participants to develop local grassroots initiatives and increase the demand for better environment among citizens.

**“Life balance”** (70 theoretical/20 practical/35 coaching for 30 students) - a program that works with finding a balance of work and life, conflicts in the community, in the workplace, the ability to cope with stress, prevention of emotional burnout. Topics: 1) Basic information on imbalance and burnout syndrome. 2) How to find balance and manage burnout by means of coaching, art therapy and other practices? With this course our students: will be able to use methods to address stress, find energy and motivation to act, understand how emotions work and how to manage them, learn to identify stressors in their professional and personal environment, learn to recognize stress signals, its manifestations and triggers, will be able to self-heal after stress.

Educational programs and classes summary plan will be published on the portal [www.dobrodel.org.ua](http://www.dobrodel.org.ua), which may be used in future by other Folk High Schools. In order to improve the level of CNEC teachers, we plan to train several people in various (off-line and on-line) courses, trainings.

***Sharing experience and finding partners.***

For this purpose, three business trips are planned throughout Ukraine, where the development manager will present project at conferences, round tables, master classes in NGOs and various educational structures, will promote our approach and look for like-minded people to further project development.

***Promotion of educational programs in Chernihiv***

To promote CNEC AHALAR will develop a comprehensive program that will include:

* creation of media products on various activities (videos, website updates);
* creation and promotion of pages in social networks;
* interviews in local media;
* performances at thematic educational events.

***Final press conference***

To present project results achieved for wide audience and popularize the ideas of non-formal education and Danish experiences of Folk High Schools and Day High Schools (“people's universities”) the final press conference will be conducted for Ukrainian and Danish representatives of educational bodies, CSOs and local authority representatives where project accomplishments will be shared for a wide audience.

The strategy of the intervention, the planned activities and how they will lead to the desired outputs and

achievement of the objectives.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| Partners meeting and introduction 3 day long workshop on popular education, civil society engagement and human rights, establishing of CNEC and creating a CNEC council of 7 members with Ukrainian and Danish participants, monitoring and evaluation schemes |  |  |  |  |  |  |  |  |  |  |  |  |
| Skype meetings Ahalar-DHC |  |  |  |  |  |  |  |  |  |  |  |  |
| Program design, purchase of equipment and materials, information and networking with potential participants |  |  |  |  |  |  |  |  |  |  |  |  |
| Promotion of five educational programs |  |  |  |  |  |  |  |  |  |  |  |  |
| Recruitment and engagement of participants and running five educational programs: 1). Protection of human rights, 2). “Read between the lines”, 3). How to cope with conflicts and stress, 4). Development of urban spaces, 5). Space of the future, a program for youth activation and their parents |  |  |  |  |  |  |  |  |  |  |  |  |
| Four small grant mini-projects by participants, local interventions |  |  |  |  |  |  |  |  |  |  |  |  |
| Monitoring |  |  |  |  |  |  |  |  |  |  |  |  |
| Final press conference |  |  |  |  |  |  |  |  |  |  |  |  |

***Partners meeting and introduction 3 day long workshop***

*One partner from Denmark*: The Danish Helsinki Committee on Human Rights. *One Ukrainian partner and five Ahalar partners.* During the 1st month of the project, partners will meet, where they will discuss main approach to principles of cooperation within the project and elaborate details. They will form a council of CNEC. DHC will inform about popular education, civil society involvement in local democracy and defending human rights in Denmark. The Ukrainian partner will introduce to project activities.

***Creating Board of Counselors - 7 persons (local/national/international)***

To ensure project sustainability and connection between the educational programs and organizational developmenta Board will be createdwith the aim of evaluating the experiences and progress and extract learning. Project staff (UA and Danish) will recommend possible names of interested candidates. The board will act primarily as a reflective team for learning. Ahalar and DHC will carry responsibility for the project. The selection criteria for members of the Board are:

* expertise in popular education and civil society activity and willingness to contribute to popular education
* positive history of cooperation with Ahalar
* *Gender equality* will be aimed at. Language is English.

|  |  |  |
| --- | --- | --- |
| **Regarding objectives** | **Expected outputs** | **Activities** |
| Chernihiv Non-formal Education Center (CNEC) has built capacity to run programs for local democracy and human rights and has been prepared for national activities | CNEC staff has conducted educational programs using Danish popular education approaches to local democracy and community engagement  The final press conference on popular education is conducted in Chernihiv | Partners meeting and introduction 3  day long workshop for 10 persons (1-2 month)  CNEC Board of Counselors is established consisting of 7 members (Danish and Ukrainian representatives)  Final press conference for 20 UA and Danish representatives  Train CNEC staff in various courses, trainings, MK.  3 trips of AHALAR expert across the country for sharing experience, building partnerships. |
| Civil society participation in local democracy in Chernihiv has been strengthened through educational activities of CNEC | The project partners have shared experiences, skills and good practices  Four programs have been designed, promoted and carried out addressing such issues as:  - Local democracy development through design and implementation of community initiatives  - Necessary survival competencies in condition of hybrid war (critical thinking, stress resistance, etc.)  - How to upbring active citizen  - Cultural events as platform for local democracy development  Necessary equipment and materials are purchased | Skype meeting of Danish partners with teachers of CNEC during designing and implementation of educational programs  570 hours of online and offline classes for 120 Chernigov residents.  120 people mastered new competencies, soft skills that will help to cope more efficiently with the challenges of time and positively influence community development.  140 hours of coaching support for 24-40 people  Four small local initiatives are planned and implemented by program participants  Design and promotion of 4 pages in social networks (FB and Instagram)  Recording four promo videos for social networks.  Update the organization's website as a tool for online education  Arbor for educational activities for summer sessions is build and equipped. |
| The capacity of project participants to protect and defend human rights in local community has been strengthened. | - Designing, promotion and implementation of the program - Defending Human Rights in daily life has been carried out. | 70 hours of online and offline classes for 120 Chernihiv residents.  120 people mastered new competencies, soft skills that will help to cope more efficiently with the challenges of time and positively influence community development. |

**The plans for systematization of experiences both along the way and at the end of the intervention?**

The partners will jointly assess project stages and discuss achieved results. Skype meetings are intended for this purpose after completion of each project phase - recruitment of students, seminars, mini-grant competition and final evaluation. Upon completion of each workshop, experts of AHALAR and DHC will record accomplishments of each participant and monitor project progress. Due to the fact that this is a pilot project we will focus all the time on learning - that is what project participants have learned during the time of project implementation. It is important that learning is a collective process, not an individual answer we are not looking for one answer but different opinions and different angles on one single thing. Learning is not a final result, because our final results is changing in the community or personal transformations. Monitoring of the project will take place during the whole duration of the project. There will be midterm and final evaluations conducted in frames of the project. Project will be evaluated and reporting conducted during the last month of the project. As a formal part, final press conference will be conducted at the end of the *project presenting experiences of organization, staff and students.*

Intervention-related information work in Denmark

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

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

The experiences and results of the project will be published in the quarterly, newsletter and homepage of DHC.

1. Supplementary financing

No supplementary financing except contribution from Ahalar of 2.890 Euros or 21.675 Danish Kroner.