



DEVELOPMENT OF PROJECTS AIMED AT PROMOTING DEMOCRATIC CHANGE THROUGH CULTURE

Manual for International School of Culture Animators for Democratic Change

Developed within "Culture animators for democratic change in the Eastern Partnership Countries" project.



ACKNOWLEDGMENT

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ACRONYMS AND ABBREVIATIONS

- ▶ **EENCE:** EASTERN EUROPEAN NETWORK FOR CITIZENSHIP EDUCATION
- ▶ **EEACE:** EASTERN EUROPEAN ASSOCIATION FOR CIVIC EDUCATION
- ▶ **CSO:** CIVIL SOCIETY ORGANISATION
- ▶ **EAP:** EASTERN PARTNERSHIP
- ▶ **YIP:** YOUTH IS POWER NGO
- ▶ **NGO:** NON-GOVERNMENTAL ORGANISATION
- ▶ **RA:** REPUBLIC OF ARMENIA



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PROJECT SUMMARY

The project "Cultural Animators and Media Experts for Democratic changes 2022-2023" was implemented between June 1, 2022 and August 31, 2023.

Within the framework of the project, two project results have been developed:

- ▶ The concept of the International School of Cultural Animators,
- ▶ An electronic manual for the participants of this School.

Both the School and the manual aim to improve the skills of cultural animators and media experts from the Eastern Partnership countries in the development of projects and educational programs aimed at promoting democratic change through culture.

The School itself is envisaged to be held in 2024 within the scope of the successor project, which will also be submitted to the Swedish Institute.

The key activities within the project were:

- ▶ Conducting 3 online or offline meetings to assess the needs of potential participants in the future School (July-August, 2022)
- ▶ Working meeting of experts, aiming to develop the concept and program of the School (September, 2022)
- ▶ Writing a manual on initiating projects for cultural animators interested in promoting democratic values (October, 2022-April, 2023)
- ▶ Testing of manual materials (three one-day trainings in the countries of the region). (May, 2023-August, 2023)

PROJECT PARTNERS

Eastern European Association for Citizenship Education (EEACE).

GOALS AND ACTIVITIES OF THE ASSOCIATION.

The goal of the ASSOCIATION is the development of civil society through promoting civic education and strengthening the capacity of organizations and experts, working in this area in the Eastern Partnership region of the European Union (Azerbaijan, Belarus, Armenia, Georgia, Moldova, Ukraine) and the Russian Federation.

The main activities of the ASSOCIATION:

- ▶ Promoting the principles of democracy in the Eastern Partnership region of the European Union and the Russian Federation.
- ▶ Participation in the formation of policies for the development of civil society and civic education, including the development of draft regulations.
- ▶ Participation in the development of draft concepts and strategies for the development of civic education in Eastern Partnership region of the European Union and their implementation.
- ▶ Assistance in the development of the potential of the members of the ASSOCIATION and their activities in the region Eastern Partnership of the European Union, empowering their professional development.
- ▶ Providing advisory and methodological assistance in matters of civic education members of the ASSOCIATION, other organizations and institutions.
- ▶ Contribute to strengthening and improving the training of highly qualified specialists for the civic education system.
- ▶ Promoting civic education throughout life: both youth and adults.
- ▶ Implementation of public programs and projects aimed at the development of civil society and civic education of the population etc

Youth is Power NGO (YiP, Armenia).

"Youth is Power" is a non-governmental organization. Its history traces back to 2013 when a group of youth workers and trainers came together for a common goal and mission. They created a non-formal group in Yerevan, Armenia and started doing various projects, activities for local community with a strong belief that Youth is Power. The informal group was officially registered as a "Youth is Power" NGO. The aims and goals are the same but they have become wider as we see the potential of our target group, young people. "Youth is Power" NGO strongly believes that sharing information and having inter-cultural dialogue are necessary for our youth. By contacts with partners from other countries we would like to take an active part in youth initiatives in Europe in order to make young

people's voice heard. One of the aims of the NGO is to unite people who expect changes in the local environment, community, and society which will provide them with assistance and will work collectively towards this goal. We want to strengthen a more sustainable civil society in Armenia based on mutual understanding, tolerance, democracy and peace. "Youth is Power" it is a platform where each young individual will have an opportunity to realize themselves as a personality; we want to create the opportunity for young people to deepen their knowledge, develop skills, strengthen their personal and professional capacities and shape the future where they want to live in.

Mostenitorii NGO (Moldova).

Since 1996, the mission of „Mostenitorii” NGO is to facilitate the process of engaging into social life of citizens, mainly young people, from the northern region of the Republic of Moldova, by providing information, consultancy, training and assistance services.

The major areas of intervention of the organization are:

- ▶ promoting democratic values, defending human rights through various investigations, projects and programs;
- ▶ implementing the concept of lifelong learning;
- ▶ stimulating creative activities and participation of young people in solving problems related to the development of the local public administration field;
- ▶ social and economic empowerment of young people;
- ▶ study and valorization of the cultural – historical heritage of Moldova;
- ▶ supporting the development of civil society.

During its activity, the Association counts more than 100 implemented projects, financed by the national and international donors.

During the implementation of projects and activities, NGO „Mostenitorii” has created and strengthened partnership relations with other organizations in the associative sector at local, national and international level, Local Action Groups, Local Public Administration (level 1 and 2), educational and cultural institutions.

Studiefrämjandet Uppsala (Sweden)

Studiefrämjandet, one of the largest study associations for adult education in Sweden, focuses primarily on non-formal lifelong learning. Since its establishment in 1959, the organization has been an integral part of Sweden's tradition of non-formal adult education, known as folkbildning. Studiefrämjandet arranges study circles, cultural events, seminars, and projects across all municipalities in Sweden. The association welcomes individuals from all backgrounds to engage in learning opportunities provided by Studiefrämjandet. Emphasizing its commitment to socially and culturally

disadvantaged groups, as well as those with special needs such as immigrants, disabled individuals, and the unemployed, Studieförbundet conducts special projects in collaboration with local government or government agencies in various locations. The overarching objective is to promote participation and lifelong learning, empowering individuals to actively contribute to society and fostering personal development while upholding educational excellence and safeguarding democratic values.

CULTURE AND DEMOCRACY. CULTURAL ANIMATORS

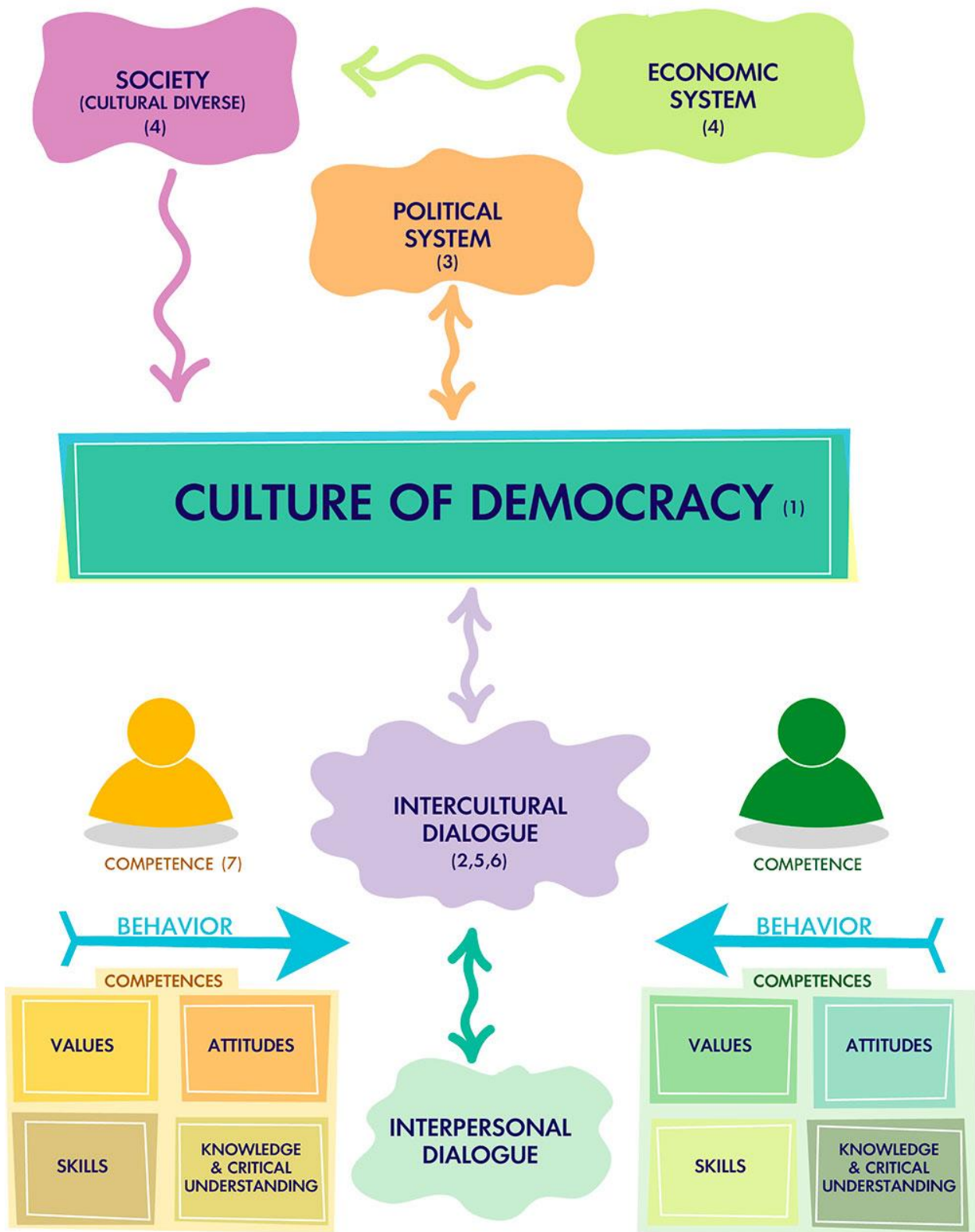
Democracy has two variations: "direct democracy" that is a form of government in which the people have the authority to deliberate and decide legislation and "representative democracy" which chooses governing officials to do so.

Supporting democracy promotes such fundamental values as religious freedom and rights, and helps create a more secure, stable, and prosperous global arena in which the states can advance their development.

Culture is a unique, innovative and important means to invest in Democracy and circulate certain messages. In the 21st century when the World is changing and we witness major changes almost everywhere; conflicts, wars, climate changes etc humanity should find a tool to fight against inequality, injustice, pressure, conflicts etc. Culture proves that it can serve as a "Soft weapon" for raising those issues.

Cultural democracy is therefore a deeply radical idea. It is the ultimate extension of the idea of democracy: that each one of us, each community, each cultural minority has rights that deserve respect, and that each must have a voice in the vital decisions that affect the quality of our lives. No one who commands a disproportionate share of power in the world is happy to hear this idea put forward, for it demands that they share this power with those who are locked out by the current order: better to keep us confused and divided.

Cultural democracy is also a beautiful idea that inspires a vision of humanity which embraces us all. Each of us is as complex and fascinating as the multiple factors and influences which have shaped our own identities. Each of us is creative, gifted and potentially powerful. Our communities are creative organisms that dynamically change in response to the appearance of new people, ideas and circumstances. Cultural democracy calls forth our most loving selves, illuminates places where healing is needed, and challenges us to develop the best in ourselves, to be respectful of the harmonious interrelations of all life on the planet.



Title: Culture of Democracy

Website: Living Democracy

URL: <http://www.living-democracy.com/wp-content/uploads/2019/05/culture-of-democracy.jpg>

Let's speak about conceptions:

- ▶ What is cultural animation?

Cultural Animation is an arts-based methodology of knowledge co-production and community engagement which employs a variety of creative and participatory exercises to help build trusting relationships between diverse participants (expert and non-experts) and democratize the process of research.

- ▶ What does an animator do?

Animators are artists who use sequential images of drawings, puppets and models to produce films for commercials, computer games, music videos and websites. According to different sources, over half of animators are self-employed. Animators create films for production companies, major animation studios and computer games companies.

Culture animators work with local communities such as a community of neighbours, villagers or the inhabitants of a district. The animator begins his or her work by getting to know the people and the specifics of the site, initiating cooperation, running workshops and supporting the community in organising local events e.g. as picnics, exhibitions and concerts. The animator's goal is to strengthen the relationships between people and animate community events e.g.

- ▶ The term "culture animator" is used to denote both the employees of public institutions and non-governmental organisations, as well as independent artists, or freelancers.

PLANNING A PROJECT TO PROMOTE DEMOCRACY THROUGH CULTURE: STEP BY STEP GUIDANCE

The authors of the current manual consider cultural animation to be a good channel for different democracy initiatives, with the latter having a maximum impact while implemented in a project form.

Promoting democracy through culture can indeed be a powerful way to reach out to different target groups and build support for democratic values. The projects engaging with people through culture can contribute to creating a more democratic society. The ways to promote democracy through culture include (but are not limited to):

- 1. Artistic expression:** Encourage artistic expression that promotes democratic values such as freedom of speech, diversity, and equality. This can include visual art, music, theater, and other forms of creative expression.
- 2. Cultural exchange:** Facilitate cultural exchange programs that bring people from different cultures together to share their experiences and perspectives. This can help build understanding and promote democratic values such as tolerance and respect for diversity.
- 3. Education:** Use cultural events and activities as opportunities to educate people about democratic values and principles. This can include workshops, lectures, and other educational activities.
- 4. Community engagement:** Engage with local communities to promote democratic values and encourage participation in democratic processes. This can include community events, town hall meetings, and other activities that bring people together to discuss important issues.
- 5. Media:** Use media such as television, film, and social media to promote democratic values and encourage participation in democratic processes. This can include documentaries, news programs, and other media that highlight the importance of democracy and democratic values.

Further the current manual proposes the practical steps that need to follow in order to qualitatively prepare and implement a project plan to address a specific problem in the context of culture and democracy. Some of the presented steps are discussed more fully in the other paragraphs of the manual.

Step 1. Formulate a relevant problem in the context of culture and democracy.

It is very important at the outset not to mix up the notion of a problem in the context of culture and democracy with its visible consequences.

A problem is a complex theoretical or practical issue that needs to be analysed and solved. In order to solve a problem, it should be turned into a creative problem, allowing for different models of solution.

Thus, the first step is to select from several problems one or two that are most relevant to a given community and formulate it (them) in a way that is understandable not only to the initiators but also to the people with whom and for whom they will be working on the project.

Step 2. Researching public opinion

The research on public opinion in the context of culture and democracy is a complex process and involves several major steps:

1. Preparation of the research
2. Collection of primary sociological information
3. Material processing
4. Data analysis and drawing of conclusions

Thus, the second step will allow you to review the state of your community and begin to formulate a problem in the context of culture and democracy that can be the object of your scrutiny and practical action.

Step 3. Exploring the project team's capacity

The next practical aspect is to examine the capacity of the team itself to directly undertake the project in the context of culture and democracy. It is important to answer a number of fundamental questions, for example:

- ▶ Who exactly is ready to be part of the team that will prepare the project in the short term and, subsequently, its implementation?
- ▶ Do the team members have experience in implementing projects, including in the context of culture and democracy?

Thus, the third step allows to understand your internal capacities and, based on this information, begin defining a goal and objectives and drawing up a work plan.

Step 4. Define the aim and objectives of the project

This step allows the team to formulate the main aim of the work on the problem in the context of culture and democracy, describing the desired result, and to specify the activities to achieve the goal through tasks, i.e. clear and sequential steps.

Step 5. Preparing a work plan

An implementation plan for any project in the context of culture and democracy should have the following features before you begin to implement it:

1. The plan should be clear and concise, written concretely, with precise figures and dates.
2. The plan should be achievable, that is, realistic for your team and feasible in terms of timing.
3. The plan should be written, i.e. recorded on paper or electronic form.
4. The plan should be written together and accepted by all the people who will be responsible for implementing it.
5. It is necessary to share the plan with those who can comment on it: specialists, experts, experienced members of the organisation or union, etc. This will help to avoid mistakes and shortcomings.

6. It is very important to identify the personal responsibility of each team member for the implementation of the plan.
7. The plan should address not only the outputs (i.e., achieving the goal), but also how to achieve them (i.e., the specific tasks by which the goal is achieved).
8. For each item, the plan should specify everything that is needed to implement it (material, financial, human resources).
9. The individual plans of the team members should be included in the overall project work plan.

Thus, the fifth step allows the team to make a feasible plan by presenting the scope of work to be done, the deadline for its completion, assigning responsibility for each item, and listing everything that is needed to carry it out.

Step 6. Developing a timetable

Making this step a separate one testifies to the importance of getting all the sections and activities of the plan in sync with each other over time. The success of the whole project in the context of culture and democracy depends largely on the clarity and coherence of each team member. It is fundamentally important to think of the schedule in such a way that certain periods are not overloaded with different activities, and other days (or weeks) are completely free of planned activities.

Thus, the sixth step allows the team to optimally allocate time as the most valuable reserve, which, unlike others, is never recovered under any circumstances. This allocation of time is the key to the successful implementation of the plan.

Step 7. Define responsibilities and assign them to the team

The seventh step allows the team to identify the main responsibilities necessary to carry out the entire scope of the work, and to distribute them tactfully and correctly within the team, taking into account both the wishes of the individual and his or her personal characteristics and existing experience and necessary knowledge.

Step 8. Identify resources and their sources

Remember that a resource can be not only money or material values, but also information and, most importantly, personal involvement of the individual in the preparation and implementation of the project.

Thus, step eight allows the team to make a list of resources needed, calculate their volume and identify the sources of each type of resource.

Step 9. Drawing up a budget

Thus, the ninth step allows the team to identify sources of funds, allocate the available amounts according to the project work plan, and understand whether the money available will be enough.

Step 10. Develop a system for evaluating the project

This is a very important section of project preparation in the context of culture and democracy, because depending on what and how you evaluate, the results of your project will be seen by the team and by others.

The evaluation of the project can be done first and foremost by the team itself. The team leader has the right to a separate evaluation, as he or she is personally responsible for the implementation of the project. In addition to the team members, your work can also be evaluated by experts, civil servants, representatives of enterprises and institutions with which you have an agreement to work together on the implementation of the project, etc.

Thus, the tenth step allows the team to define the criteria and indicators against which the results of the problem can be evaluated in the context of culture and democracy.

Step 11. Training of team members

It is possible to avoid this step, but only if all team members working on the project have sufficient experience. Otherwise, special training is required for all those who will be involved in the project.

Thus, step eleven allows the team, by clarifying the responsibilities of each team member, if necessary - to train those of them who need it. Such training is one of the conditions for the successful implementation of the plan.

Step 12. Forming public opinion

Once you have done all the preparatory work you can begin to shape public opinion. A favourable public attitude towards your plans can largely determine their success. In particular, when informing citizens about your team's upcoming activities, you may find like-minded people willing to help you in various ways.

Thus, step twelve allows the team to build on the plan and start building public opinion, which is one of the most important conditions for the success of the project.

Step 13. Writing project proposals

At this stage we recommend drafting a short text of your proposals for future business partners. In addition to the text of the summary, it is advisable to draft specific proposals for joint activities that can be discussed with your business partners.

Thus, the thirteenth step allows the team to analyse again the plan of the upcoming work, to draft a short summary that will serve as a basis for negotiations with the partners on joint project activities in the context of culture and democracy.

Step 14. Finding partners

Thus, the fourteenth step allows the team to compile a list of business partners and determine with whom they will negotiate to work together on the project in the context of culture and democracy.

Step 15. Conduct formal negotiations

Before you start negotiations, carefully analyse the situation and develop a plan for the upcoming meeting. What would you like to agree? What can you offer? What do you need to convince your negotiating partners of?

Remember that a truly successful negotiation is a negotiation whose results satisfy both partners.

Thus, the fifteenth step allows the team to find support by signing an agreement with them and working together on your project in the context of culture and democracy.

Step 16. Obtaining necessary resources

When you receive resources (money, supplies) be sure to keep a record of what you have received. You will need this for reporting purposes in the future.

The sixteenth step therefore allows the project team to obtain the necessary resources, as agreed, and to use them for the planned activities.

Step 17. Implementing the planned activities

Thus, the seventeenth step allows the team to proceed directly to the implementation of the intended plan, implement all their plans, and, by tackling one task after another, gradually move towards the intended goal.

Step 18. Evaluating and monitoring the implementation of the plan

Thus, step eighteen allows the project team to summarise the intermediate results of their activities, to relate them to the indicators that you have defined as the basis of your performance evaluation system, i.e. to carry out control, without which you cannot do a serious enough job, all the more so, as a team.

Step 19. Adjusting the progress of your project

You will need to adjust your plan if you have not been able to implement any of the items you have planned, for example, due to a lack of necessary resources. The main requirement is that adjustments should not fundamentally change your previous plan, especially if the circumstances are not so significant. On the other hand, it is not a good idea to push the plan to the last detail if conditions or social circumstances change.

Thus, the nineteenth step allows the team to make the necessary adjustments to the implementation of the project plan.

Step 20. Analyse the results of the project's work

The basis for this analysis is the evaluation system that was approved earlier. First, the individual tasks and the quality of the major activities that were planned by the team are analysed. The implementation of the planned activities is highlighted, and the circumstances that have negatively affected the project results are discussed separately.

In this way, the twentieth step allows the project team to make the necessary adjustments to the implementation of the social project work plan.

Step 21. Informing the public about the results of your work

Thus, the twenty-first step allows the team to inform the public about the main results of your work. And therefore, to convince citizens that your team is capable of solving social problems, including environmental ones.

Step 22. Project completion

The final check allows you to record the completion of the project. This stage also includes a reflection on the implementation of the project. Has the intended outcome been achieved? Has it been fully achieved? What hindered the implementation of the project and how well were the obstacles overcome? Was the project necessary for this environmental problem? How well coordinated was the project team and is it possible to work with them on a new project? Was the project worth closing down?

A PROBLEMATIC SITUATION, THE CAUSES OF THE PROBLEM IN THE CONTEXT OF CULTURE AND DEMOCRACY

The initial step for starting a project in the field of democracy is correctly identifying a specific issue or challenge that relates to democracy, such as voter suppression or lack of representation for marginalized communities.

It should be followed with considering how this issue impacts individuals and society as a whole. From there, one can begin to brainstorm potential solutions and develop a project plan.

The steps for defining a problem situation are common project management steps that one can follow:

1. **Identify the focus area:** Determine the specific aspect of democracy that you would like to address, such as voter turnout, representation, or political engagement.
2. **Research the issue:** Conduct research to understand the current state of the problem. Look for statistics, studies, and news articles to help you understand the issue and its impact.
3. **Define the problem:** Based on your research, clearly define the problem you want to solve. This should be a specific issue that you can address through a project or initiative.
4. **Consider the context:** Think about the broader context of the problem, including any social, cultural, or political factors that may be contributing to it. This will help you develop a more nuanced understanding of the issue.
5. **Identify stakeholders:** Consider who is affected by the problem and who has a stake in addressing it. This may include community members, policymakers, advocacy groups, and other stakeholders.
6. **Refine the problem statement:** Based on your research and analysis, refine the problem statement to clearly articulate the issue you want to address and the impact it has on individuals and society.

The problem must clearly lie within the domain of democracy, and there is a number of democracy issues in Eastern Partnership countries to consider. These include:

1. **Corruption:** Many Eastern Partnership countries have high levels of corruption, which can undermine democratic institutions and processes.
2. **Media freedom:** In some countries, there are concerns about restrictions on media freedom, including censorship and intimidation of journalists.
3. **Political polarization:** Some countries have experienced increased political polarization, which can make it difficult to find common ground and compromise on important issues.
4. **Minority rights:** In some countries, there are concerns about the treatment of minority groups, including discrimination and lack of representation in government.

5. **Rule of law:** There are concerns about the independence of the judiciary and the ability of citizens to access justice.

Once the problem is defined, it is beneficial to detail it with the identified causes and impacts within Logical Framework Approach. A so-called “problem tree” can be elaborated, that will allow a more precise goal setting further on.

More information regarding Logical Framework Approach is available at:

European Commission. - Logical Framework Approach - LFA. Retrieved from

<https://wikis.ec.europa.eu/display/ExactExternalWiki/Logical+Framework+Approach+-+LFA>

FORMULATING THE GOALS AND OBJECTIVES OF A PROJECT

Once the organizers have determined what problem they want to work on, it's time to define the goal of the project and what results must be achieved to reach it. The key concepts here are goal, objectives, inputs, activities, outputs, outcomes and impact.

Goal is an achievable outcome that is generally broad and longer term.

Objective - the specific, timebound changes that the project/programme intends to bring about within its scheduled timeframe.

Inputs - the financial, human, and material resources used for the development intervention. Possible inputs: personnel, time, money, materials, equipment, partners etc.

Activities - actions taken or work performed through which inputs, such as funds, technical assistance and other types of resources, are mobilised to produce specific outputs. Possible activities: trainings, working meetings, facilitation, building partnerships, provision of services, making products etc.

Outputs - the products, capital goods and services which result from a development intervention; may also include changes resulting from the intervention which are relevant to the achievement of outcomes. Possible outputs: manufactured products, developed resources, participants, services provided etc.

Outcomes - the likely or achieved short-term and medium-term effects of an intervention's outputs. Possible outcomes: raised awareness, improved skills, change in behavior, practices, processes decision-making, changing policies etc.

Impact - positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended. Possible impact: changes in social, economic, political conditions.

Let's look at the example of the project "Inclusive art", that was implemented [Kharkiv Regional Foundation Public Alternative](#) (donor - [Ukrainian Cultural Foundation](#), year of implementation - 2021).

Goal: To create new inclusive applications in the Kharkiv Art Museum that will make it more convenient and interesting for people with visual impairments, mental disabilities and other vulnerable groups.

Objectives:

- ▶ To create a set of three-dimensional paintings in various techniques from the museum's exhibition.
- ▶ Prepare guidelines for people with visual impairments and mixed groups to work with three-dimensional paintings and graphics.

- ▶ Create an inclusive navigation system in the Kharkiv Art Museum.

Inputs

- ▶ Established links with the museum, information and tourist centre, special school for visually impaired children, and NGOs in the region, including organisations of people with disabilities.
- ▶ Previous experience of cooperation with key actors and credibility.
- ▶ Group of experts on inclusion.
- ▶ Group of professional artists and designers.
- ▶ Organisational team and volunteers.
- ▶ Financial support from the Ukrainian Cultural Foundation.

Activities

- ▶ Placing a press announcement and holding a press conference.
- ▶ Maintaining FB - organisation's page and publications about the project.
- ▶ Organisation of external publications about the project.
- ▶ Consultations with people with disabilities and specialists.
- ▶ Selection of paintings for the work.
- ▶ Development of a design concept for navigation.
- ▶ Developing a design for the adaptation of graphic paintings.
- ▶ Conducting focus groups.
- ▶ Production of navigation signs.
- ▶ Production of graphic paintings.
- ▶ Production of three-dimensional paintings.
- ▶ Purchase of pedestals.
- ▶ Transportation and installation of paintings.
- ▶ Installation of navigation.
- ▶ Production of printing products.
- ▶ Creation of methodological recommendations.
- ▶ Conducting a press tour of the museum.

Outputs:

- ▶ 4 three-dimensional paintings and 30 copies of graphic works were created.
- ▶ A methodological manual was prepared and recommendations were developed.

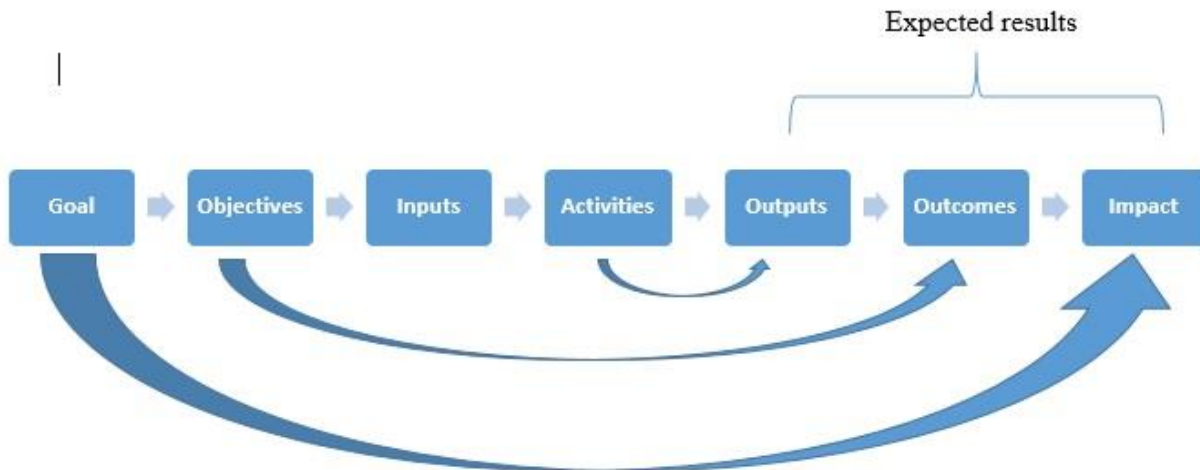
- ▶ Design concept, scheme and individual information signs were developed based on the principles of universal design and taking into account the opinion of people with visual impairments and mental disabilities.
- ▶ Signs and diagrams were produced and placed according to the design concept.

Outcomes:

- ▶ Artistic and design works adapted to the needs of visually impaired people who provided feedback.
- ▶ A list of methodological recommendations was published.
- ▶ Improved museum navigation for all visitors.
- ▶ The study of paintings by touch, combined with audio guides, will help people with visual impairments to better understand the author's intentions and form their own opinion about the work of art. People with visual impairments will find it more interesting to visit the museum.
- ▶ Navigation, in turn, will help with orientation and give people with disabilities additional self-confidence during their stay in the museum.

Impact:

1. The Kharkiv Art Museum becomes a leader in inclusive practices in Kharkiv region, conducts educational work on the values of human rights and inclusion, cooperates with the public, and is a centre of public and youth activity for all.
2. The museum's policy and work are based on a human rights-based approach and the principles of inclusiveness.
3. Contemporary artists take into account inclusivity and universal design in their works.
4. Young people with disabilities are comfortable and interested in the museum.
5. Local authorities are helping to implement inclusivity in museums, new initiatives for cooperation between NGOs and museums have emerged, and museums have found new partners.
6. Other museums in the Kharkiv region borrow from the experience of the Kharkiv Art Museum and implement inclusive initiatives.
7. Specialist NGOs use the project results in their initiatives.
8. The number of people with disabilities visiting museums has increased.
9. The attention of the general public and authorities has been drawn to the need to consider inclusion when planning cultural services.



When planning your project objectives, it is important to consider the SMART criteria.

Specific	Defining exactly what needs to change
Measurable	Ensuring the change can be measured or verified
Achievable	Ensuring the required objective can actually be achieved
Relevant	Appropriate to the specific intervention
Timebound	Designed to be achieved within a specified period

A project always involves changing the existing situation. People react positively, negatively or neutrally to any change in their environment. Some changes can cause people to react strongly. Therefore, it is necessary to assess whether a stakeholder is neutral, positive or negative towards the actions envisaged by the project and take this into account during planning. It is necessary to analyse how to minimise opposition to the project and maximise support for the project.

This is what stakeholder analysis is for. Stakeholders are all those people, groups of people, organisations, institutions that may be involved in the project. First and foremost, these are representatives of the target group, potential partners, opponents, potential donors, and people involved in the project. Identifying stakeholders is quite simple - you need to make a detailed list of them and determine the degree of their possible influence on the project. After that, you should go back to the project design and think about how you can get positive stakeholder input and what you can do to avoid negative impact. For example, it may be worth holding a working meeting with local authorities or a press conference.

The next step is to identify the project's target groups. The project target group is the people who will be directly involved in the project, become its clients, and benefit from it. For example, these are participants in your trainings, visitors to exhibitions, website users, etc.

It's important to have a good understanding of your target audience (most donor organisations provide a list of information that you will need to provide about them). Answer the following questions:

- ▶ country, place of residence
- ▶ gender
- ▶ age
- ▶ field of activity
- ▶ belonging to socially vulnerable groups
- ▶ etc.

You need to form a clear image of the people who are your target audience. This will help you plan your activities better (what are they interested in?), engage them (where do they get their information from?), etc.

An important point is that if you are working with specific target audiences (especially when it comes to socially vulnerable groups), it is important to involve them in the design of the project. It is the representatives of the communities/target groups themselves who know their needs the best.

Most often, your project will include quantitative indicators of the target audience involved. For example, the number of participants in trainings. One of the practical difficulties in this case may be the need to select participants. Of course, it is up to each organiser to decide on this issue. But in any case, it is worth paying attention to:

- 1) The selection criteria should be public and known in advance (for example, they can be announced in the event announcement).
- 2) It is important to involve people with lesser opportunities (for example, if your target audience is "students", then within it, students with lesser opportunities may be students from non-capital universities, students from socially vulnerable groups, etc.).
- 3) It is important to involve people who are highly motivated. You can include questions about participants' motivation to participate, plans to use the knowledge gained, etc.

After defining the project goals and target audiences, you can start thinking about what activities should be included in the project to achieve the goal.

DESCRIBING THE KEY ACTIVITIES WITHIN A PROJECT

Describing the key activities within a project involves outlining the specific tasks and actions that need to be performed to achieve the project's objectives.

The steps to effectively describe the key activities within a project are:

1. **Identify project objectives:** Clearly define the desired outcomes and goals of the project. This will serve as a reference point for determining the key activities.
2. **Break down the project into phases:** Divide the project into logical phases or stages. This helps in organizing and structuring the activities based on their dependencies and sequence.
3. **List the major deliverables:** Identify the key outputs or deliverables that are expected at the end of each phase or milestone. These deliverables should align with the project objectives.
4. **Identify the tasks:** Break down each phase or deliverable into specific tasks. These tasks should be actionable and measurable. Consider using a work breakdown structure (WBS) to systematically decompose the project into smaller, manageable tasks.
5. **Determine task dependencies:** Analyze the relationships between different tasks and identify any dependencies. Some tasks may need to be completed before others can begin, while some can be done concurrently.
6. **Establish task durations and deadlines:** Estimate the time required to complete each task. Assign realistic durations based on available resources and team capabilities. Set deadlines to create a sense of urgency and ensure timely completion of activities.
7. **Define responsible parties:** Assign responsibilities for each task to individuals or teams. Clearly communicate who is accountable for completing each activity. This promotes accountability and ensures everyone understands their roles.
8. **Establish a timeline:** Create a project schedule or timeline that shows the start and end dates for each activity. Use visual tools like Gantt charts or project management software to help visualize the sequence and duration of activities.
9. **Document dependencies and constraints:** Identify any external factors or constraints that may impact the project activities, such as resource limitations, budgetary constraints, or regulatory requirements. Consider how these factors will influence the execution of the project.
10. **Review and refine:** Continuously review and refine the list of key activities as the project progresses. Adjust timelines, resources, and dependencies as needed to adapt to changing circumstances or requirements.

An important aspect to consider while describing specific project activities is that of inclusion. An inclusion approach in democracy projects is vital because it promotes equity, representation, participation, empowerment, and improved outcomes. It enhances social cohesion, fosters sustainability, and aligns with ethical and human rights principles. By embracing inclusion, democracy projects can better address the diverse needs of communities, promote social justice, and contribute to positive social change.

PROJECT BUDGET. PLANNING COSTS BASED ON THE ENVISAGED ACTIVITIES

Describing the planned costs in a project application based on the planned activities involves estimating the expenses associated with each activity. The steps to describe the budget in the project application are as follows:

1. **Identify cost categories:** Determine the different cost categories relevant to your project. This may include personnel costs, materials and supplies, equipment, travel expenses, subcontractor costs, overhead expenses, and contingency funds. Categorizing costs helps in organizing and tracking expenses effectively.
2. **Break down activities into cost components:** Review the list of planned activities and break them down into specific cost components. For example, if one of the activities is conducting market research, the cost components may include hiring a market research agency, survey development costs, data analysis expenses, and report generation fees.
3. **Estimate costs for each component:** Estimate the costs associated with each cost component. This can be done by researching market rates, obtaining quotes from vendors or suppliers, or using historical data from previous similar projects. Consider factors such as labor rates, material prices, and any additional costs specific to your project.
4. **Calculate personnel costs:** If personnel costs are involved, estimate the number of hours required for each activity and multiply it by the appropriate hourly rate for each team member involved. Take into account any fringe benefits, such as health insurance or retirement contributions, that may affect the personnel costs.
5. **Consider indirect costs:** Indirect costs, also known as overhead costs, are expenses that are not directly tied to a specific activity but are necessary for the overall functioning of the project. Examples of indirect costs include administrative expenses, utilities, office space rent, and general supplies. Estimate these costs based on historical data or by applying an appropriate percentage to the direct costs.
6. **Account for contingency funds:** It's wise to allocate a portion of the budget as contingency funds to account for unforeseen expenses or risks that may arise during the project. This ensures that you have a buffer to handle unexpected situations without disrupting the project's progress. A common practice is to allocate a percentage of the overall project budget, typically between 5% to 10%, as contingency funds.
7. **Summarize the planned costs:** Compile all the estimated costs for each activity and cost component to create a summary of the planned costs. Present this information in a clear and organized manner, either in a table or a cost breakdown structure, to provide a comprehensive overview of the budget requirements for the project.
8. **Justify the costs:** In the project application, provide a rationale or justification for the planned costs. Explain how the costs align with the project objectives and how they will contribute to the successful completion of the project. Highlight any cost-saving measures or efficiencies that have been considered.
9. **Review and refine:** Continuously review and refine the planned costs as the project progresses. Adjustments may be necessary due to changes in project scope,

resource availability, or unforeseen circumstances. Regularly track and monitor the actual costs against the planned costs to ensure effective cost management throughout the project lifecycle.

By following these instructions one can describe the planned costs in their project application based on the planned activities, providing a comprehensive and well-justified budget for their project.

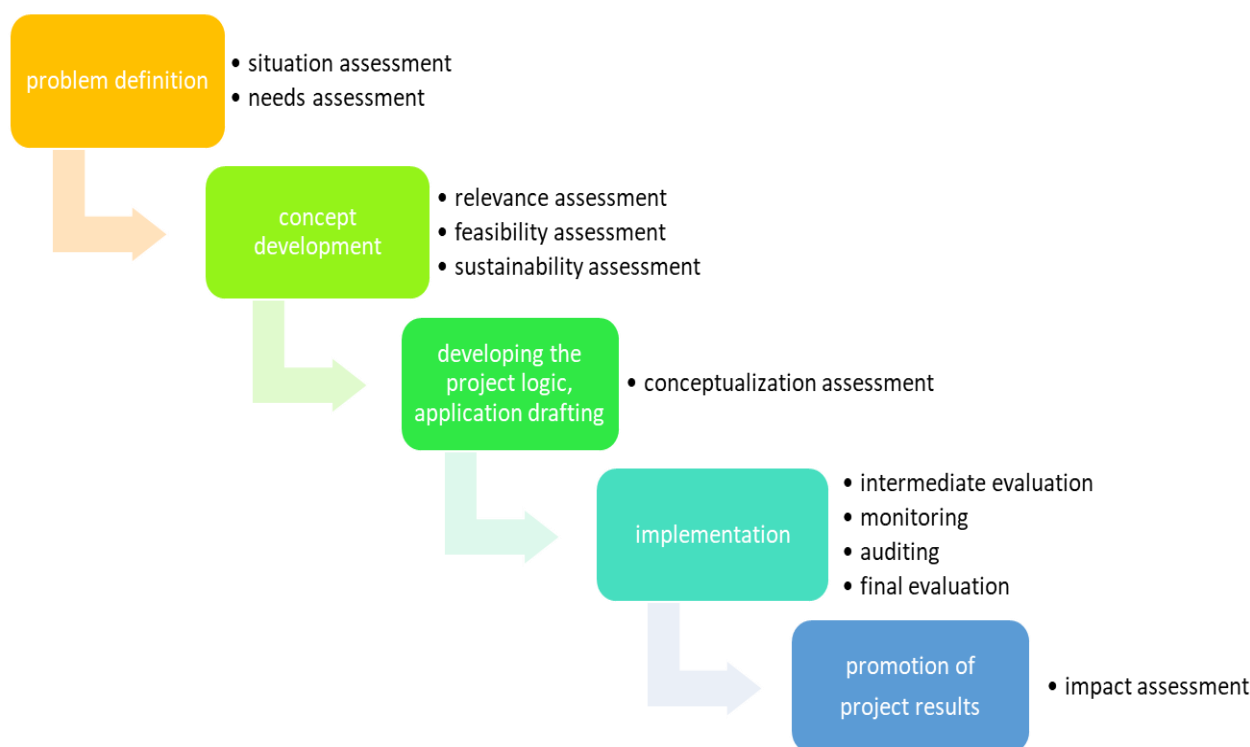
PROJECT EVALUATION PLAN. QUANTITATIVE AND QUALITATIVE INDICATORS

Evaluation is the most systematic and unbiased review of an activity, project, programme, strategy, policy, etc.

Accordingly, the task of project evaluation in the context of culture and democracy is to determine how relevant the activity is, how effective, efficient and sustainable it is, and what impact it has.

The conclusions and recommendations of the evaluation should be based on reliable and valid data. This allows for the prompt use of evaluation findings and recommendations for decision-making.

Types of evaluation according to the project cycle are presented in the figure below:



What kind of indicators are used?

► Quantitative and qualitative

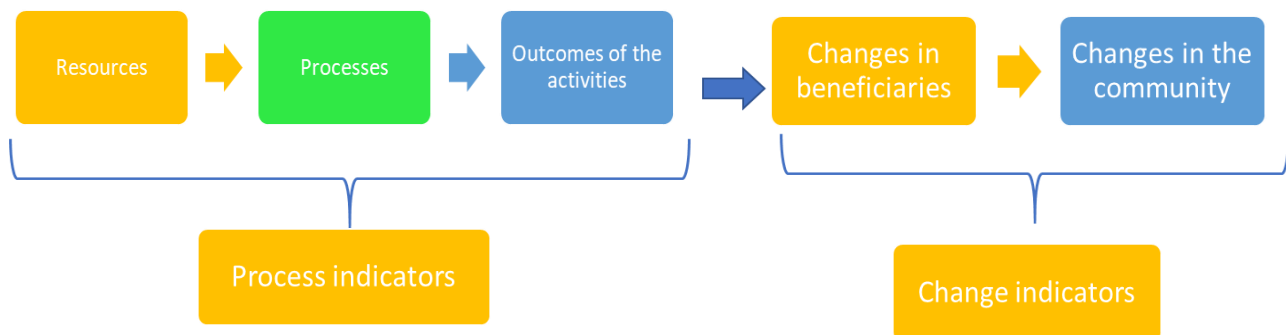
Quantitative indicators relate to data that is expressed numerically. For example, the number of participants in a workshop.

Qualitative indicators relate to qualitative data, that is, data that is not directly expressed numerically. Qualitative data is descriptive data, i.e. opinions, stories, case studies, photos and videos.

But any indicator is a number!

► Direct and indirect

- ▶ Indicators of risk and enablers
- ▶ Process and change indicators



* *Process and output indicators do not reflect achievement of the objective.*

** *Indicators of change reflect problem solving and goal achievement. Indicators can reflect the achievement of a social result and reflect impact.*

A good assessment of project effectiveness requires good indicators. There are often difficulties in formulating indicators, so here are a few characteristics to which a good indicator could respond:

- An indicator is measurable or countable. An indicator is considered to be formulated correctly if it can be counted.
- An indicator is equally understood and measured with equal accuracy by different people at different times
- An indicator measures only one aspect at a time
- An indicator measures without unnecessary costs and in a timely manner.

When putting indicators into a programme or project, remember that you will need to collect information on them and write a report based on the data collected. When formulating each indicator, bear in mind that monitoring and evaluation require resources, so do not make monitoring and evaluation a separate project.

Thus, a good indicator should be clear and concise. It should focus on one question, the answer to which will give the necessary information about the current situation.

Criteria for a good indicator (AIMS):

A - Action focused. An indicator should lead to action. If stakeholders do not know what to do with the indicator values, then it is not a good indicator.

I - Important. The indicator and the data it generates can inform decisions about how to respond effectively to the epidemic.

M - Measurable. The indicator can be measured by applying an appropriate methodology.

S - Simple. Working with a good, simple indicator that generates data that can be used is better than searching for the perfect indicator.

All developed indicators can be reflected in a so-called project/programme results framework, which illustrates the relationship between inputs, outputs, outcomes and how they relate to programme objectives (effect) and goals (impact).

In order to describe the indicators correctly, the following plan for describing the indicator can be followed:

- Formulation/title;
- Purpose/justification;
- Unit of measure;
- Initial value and increase or decrease or target value;
- Information collection method;
- The means of verification / where the data is stored;
- The periodicity of measurement;
- Restrictions;
- Person responsible for collecting information on the indicator.

In conclusion, it remains to be noted that each indicator you choose should meet all of the characteristics listed above. This way you will be able to gather enough arguments to convince yourself and others of the effectiveness of your projects in the context of culture and democracy.

Remember that

The project is appropriate if

- it is in line with the agreed strategy and the real needs of the beneficiaries;
- it is linked to the strategic objectives and requirements of the donor organisation;
- the beneficiaries are involved at a very early stage in the project planning process;
- a careful analysis of the problems is made;
- the objectives are clearly defined in terms of benefits for the target group of beneficiaries.

The project will be implemented when

- the planned objectives are realistically achievable in the conditions prevailing at the time of the project;
- take into account the organization's ability to carry out the project;
- the objectives and results are logical and measurable, and external risks and assumptions are taken into account.

A project is sustainable if the beneficiaries continue to benefit from the project after its completion.

ORGANISING PROMOTION OF A PROJECT

Informing stakeholders and different groups about the progress of a project fosters a positive attitude towards the project. It enhances transparency, stakeholder engagement, and collaboration while managing expectations, mitigating risks, and leveraging support. Regular progress updates create a shared understanding and a sense of collective ownership, leading to increased project success and positive stakeholder experiences.

More specifically, dissemination of the project is crucial for several reasons:

1. **Transparency and accountability:** Regularly updating stakeholders about the project's progress demonstrates transparency and a commitment to being accountable for the project's outcomes. It builds trust and confidence among stakeholders, as they can see that the project is being managed and executed in a responsible and reliable manner.
2. **Stakeholder engagement:** By providing progress updates, stakeholders and different groups feel involved and engaged in the project. They are more likely to support and contribute to the project when they are well-informed and have a clear understanding of its current status. This engagement can lead to active participation, valuable feedback, and increased collaboration.
3. **Managing expectations:** Project progress updates help manage stakeholder expectations. By providing accurate and up-to-date information, stakeholders can have realistic expectations about the project's timeline, deliverables, and potential challenges. This reduces the likelihood of misunderstandings or dissatisfaction and helps align stakeholder expectations with project realities.
4. **Mitigating risks and issues:** Regular progress reporting allows stakeholders to identify and address any potential risks or issues in a timely manner. It enables early detection of problems, giving stakeholders an opportunity to provide input or assistance to mitigate the risks. By keeping stakeholders informed, the project team can leverage their expertise and resources to find solutions and minimize the impact of potential setbacks.
5. **Celebrating achievements:** Progress updates provide an opportunity to celebrate project milestones and achievements. Recognizing and highlighting the positive outcomes and successes of the project boosts morale among stakeholders and creates a positive attitude towards the project. It reinforces the value and impact of the project, generating enthusiasm and support from stakeholders and different groups.
6. **Building support and advocacy:** When stakeholders and different groups are consistently informed about the progress of the project, they become advocates for the project. They can share updates with their networks, promote the project's objectives, and generate support from their respective communities or organizations. This increases visibility and awareness of the project, potentially attracting additional resources or support.
7. **Facilitating decision-making:** Progress updates provide stakeholders and different groups with the information needed to make informed decisions. Whether it's making adjustments to project plans, allocating resources, or addressing emerging needs, stakeholders can make decisions based on the most current information. This promotes efficient decision-making and ensures that the project stays on track.

Practical organisation of the promotion of a democracy project requires a thoughtful and targeted approach to engage stakeholders, raise awareness, and inspire action. The steps to planning promotion of a democracy project effectively are the following:

1. **Define your target audience:** Identify the specific groups or individuals who are most likely to be interested in your democracy project and who will benefit from its outcomes. This could include community members, beneficiaries, donors, volunteers, policymakers, or other relevant stakeholders. Understanding your target audience helps tailor your promotional efforts to their needs and interests.
2. **Craft a compelling story:** Develop a compelling narrative that communicates the purpose, goals, and impact of your social project. Tell a story that evokes emotion, highlights the challenges you aim to address, and showcases the positive change your project can bring. Use storytelling techniques to engage your audience and make an emotional connection.
3. **Create a strong visual identity:** Establish a visual identity for your social project that reflects its mission and values. Create a logo, select colors, fonts, and design consistent branding elements. A strong visual identity creates recognition and helps build credibility for your project.
4. **Build an online presence:** Develop a project website or landing page that provides detailed information about your democracy project, including its objectives, activities, impact, and ways to get involved. Use search engine optimization techniques to improve its visibility. Create and maintain active social media profiles on platforms that are relevant to your target audience. Regularly share updates, success stories, photos and engage with your audience.
5. **Utilize social media and digital marketing:** Leverage social media platforms to reach and engage your target audience. Develop a content strategy that includes sharing compelling stories, testimonials, educational content, and updates about your project. Consider running targeted online advertising campaigns to reach a wider audience and drive engagement.
6. **Engage with influencers and partners:** Identify influential individuals, organizations, or community leaders who align with your social project's mission. Collaborate with them to amplify your message, reach their networks, and gain credibility. Encourage influencers and partners to share your project's content and actively participate in project-related events or initiatives.
7. **Develop partnerships and collaborations:** Collaborate with other organizations, businesses, or institutions that share similar goals or target the same audience. Partnerships can provide access to new networks, additional resources, and increased visibility for your social project. Seek opportunities for joint events, campaigns, or co-branded initiatives.
8. **Organize community events and workshops:** Host events, workshops, or seminars related to your democracy project's objectives. These events provide opportunities to engage with your target audience directly, share knowledge, build relationships, and create a sense of community around your project. Offer educational sessions, interactive activities, or networking opportunities to maximize engagement.
9. **Leverage traditional media and PR:** Reach out to local, regional, or national media outlets to share your social project's story. Craft compelling press releases, media

pitches, or feature articles that highlight the impact and importance of your project. Seek opportunities for media coverage, interviews, or guest contributions to relevant publications or news platforms.

10. **Measure and evaluate impact:** Continuously track and evaluate the impact of your promotional efforts. Monitor website traffic, social media engagement, event participation, and other relevant metrics. Gather feedback from stakeholders and adapt your promotional strategies accordingly to optimize results.

Effective promotion requires consistent effort and adaptation to the needs and preferences of the target audience. Continuously engage with your stakeholders, listen to their feedback, and refine your promotional strategies to maximize the impact of your democracy project.

BRIEF OVERVIEW OF DONOR PROGRAMS

Where to find a sponsor for your democracy project? There are several EU grant programs that the countries of Eastern Partnership can apply for. The Eastern Partnership are eligible countries in different programs either as a coordinator, or as a third country partner participant. Here is a selection of the grant programs supporting democracy projects in (some of the) Eastern Partnership countries:

Sponsor / Funding body	Programme	Description
European Commission	European Neighbourhood Instrument (ENI)	The ENI provides financial assistance to Ukraine and other neighboring countries to support political and economic reforms, promote stability, and enhance cooperation with the EU. It offers funding for various sectors, including governance, civil society, social inclusion, energy, environment, and more.
European Commission	Creative Europe	Creative Europe is an EU funding program that supports the cultural and creative sectors. It offers opportunities for cultural organizations, artists, and professionals to participate in transnational cooperation projects, artistic collaborations, cultural exchanges, and capacity-building activities.
Svenska Institutet	Creative Force	Works internationally to strengthen democracy and human rights, using culture or media as a method for positive change
European Commission	Erasmus+	Erasmus+ is an EU program that supports education, training, youth, and sport. When it comes to certain Eastern Partnership countries, it offers opportunities for students, academic staff, and educational institutions to participate in mobility exchanges, joint degree programs, capacity-building projects, and cooperation activities with European partners.
European Commission	Horizon Europe	This is the EU's research and innovation funding program, which offers opportunities for Ukrainian researchers, universities, and businesses to participate in collaborative research projects. It supports a wide range of scientific disciplines and technological advancements, with a focus on addressing societal challenges and driving economic growth.
European Commission	European Instrument for	The EIDHR provides financial support to civil society organizations and human rights defenders. It aims to promote democracy, human rights, and fundamental freedoms globally, including in Ukraine. The program

Sponsor / Funding body	Programme	Description
	Democracy and Human Rights (EIDHR)	supports initiatives addressing various human rights issues, such as rule of law, freedom of expression, gender equality, and more.
European Commission	COSME Program	COSME is an EU program designed to support the competitiveness and growth of small and medium-sized enterprises (SMEs). Among other eligible countries - Eastern Partnership countries' SMEs can benefit from funding opportunities for entrepreneurship support, access to finance, internationalization, and business development.
European Commission	European Structural and Investment Funds (ESIF)	ESIF is a long-term investment program that supports regional development and economic growth in EU member states. Ukraine can participate in cross-border cooperation programs, such as the Poland-Belarus-Ukraine Program or Romania-Ukraine-Republic of Moldova Program, which promote collaboration and development in border regions.

It's important to note that the availability of specific grant programs and the application process may vary over time. It is recommended to regularly check the websites of relevant EU institutions, such as the European Commission and the EU Delegation to Ukraine, for up-to-date information on grant opportunities and application guidelines. Additionally, national authorities and local organizations in Eastern Partnership countries may provide further guidance on EU grant programs and funding options.

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