



Report

on designing and teaching the training course

**“Challenges in monitoring and protecting human rights
in the European Union and the Russian Federation”**

on 30 May 2022 and on 6-7 October 2022

under the project

**“Protection of Human Rights
within and across the European Union”**

(project number: 101047580; project acronym: ProEU)

within the ERASMUS+ Programme

**(call: ERASMUS-JMO-2021-HEI-TCH-RSCH;
topic: ERASMUS-JMO-2021-MODULE)**

at Penza State University

(Penza, Russian Federation)



**Funded by
the European Union**

The **Work Package 1 (Teaching and Learning)** within the ProEU project covered the **Task 1.2 – Designing and teaching the set of training courses for specific target groups**. The training course “Challenges in monitoring and protecting human rights in the European Union and the Russian Federation” was intended for the non-law students of Penza State University. It aimed at familiarising the students with the features of monitoring and protecting human rights in the federal states.

In line with the Communication Plan produced within the ProEU project, the project team created and published the **electronic leaflets** on the course in Russian and English and posted them on the project website (the training course leaflet (in Russian) can be found at https://ims.pnzgu.ru/files/ims.pnzgu.ru/pages/erasmus/proeu/training/broshyura_proeu_ru_trening_dlya_studentov.pdf; the training course leaflet (in English) can be found at https://international.pnzgu.ru/files/international/pages/erasmus/proeu/broshyura_proeu_en_trening_dlya_studentov.pdf).

The information about the newly designed training course was communicated to the students during the **mentor classes**, in the **digital learning environment** of Penza State University (<https://moodle.pnzgu.ru/>), on the **websites** specifically created for the ProEU project (in Russian – [https://ims.pnzgu.ru/international cooperation ims/projects_ims/proeu](https://ims.pnzgu.ru/international_cooperation_ims/projects_ims/proeu) and in English – [https://international.pnzgu.ru/international cooperation/international_projects/proeu](https://international.pnzgu.ru/international_cooperation/international_projects/proeu)) and via the project **social media accounts** (Facebook – <https://m.facebook.com/groups/1901973653306618/?refsrc=deprecated&rdr>, Instagram – https://www.instagram.com/proeu_erasmus_psu/, Telegram – https://t.me/proeu_erasmus_psu), which were also designed to raise awareness about the project and all project activities.

In addition, the students from Penza State University institutes and faculties were informed during the **regular classes and university events** by the teaching and administrative staff. The ProEU project team raised awareness of the staff about the newly designed training course during the institutes councils and departments meetings, through the university internal communication system Directum, as well as via the electronic leaflets sent to the university e-mails. As a result, the students from Institute of Economics and Administration and Institute of Teacher Education showed interest in taking the training course and submitted the applications.

The first training course “Challenges in monitoring and protecting human rights in the European Union and the Russian Federation” (8 teaching hours) was organised for the **26 registered students** of the Institute of Economics and Administration on 30 May 2022.

On 6-7 October 2022, the **27 registered students** of the Institute of Teacher Education (namely the Faculty of History, Languages and Literature) attended the second training course “Challenges in monitoring and protecting human rights in the European Union and the Russian Federation” (8 teaching hours).

To deliver the training courses, the ProEU project team developed the syllabus in Russian (29 pages) and translated it in English (26 pages) in February – March 2022. When producing the syllabus, the project team took the personally designed training materials and the training materials from the open databases. The full list of these materials was given in the syllabus in the section “Essential readings”. The online versions of the syllabus in Russian and in English were published in the university digital learning environment (<https://moodle.pnzgu.ru/>) and on the project website (syllabus in Russian – https://ims.pnzgu.ru/files/ims.pnzgu.ru/pages/erasmus/proeu/training/umk_proeu_trening_ru.pdf; syllabus in English – https://ims.pnzgu.ru/files/ims.pnzgu.ru/pages/erasmus/proeu/training/umk_proeu_trening_en.pdf).

The ProEU project team also designed the **presentations** devoted to the topics of the training course in order to maintain the engagement and interaction with the trainees. These

presentations can be found on the project websites (in Russian – https://ims.pnzgu.ru/international_cooperation_ims/projects_ims/proeu/teaching_learning_materials, in English – https://international.pnzgu.ru/international_cooperation/international_projects/proeu/teaching_learning_materials).

In addition to the syllabus and other teaching and learning materials, the ProEU project team designed the drafts for the presence lists, satisfaction questionnaires and certificates awarded on successful completion of the training courses. These materials were published using the visualisation components (EU emblem, programme name, project logo, etc.). This activity was completed in March 2022.

The ProEU project team released the news articles about the training course and posted them on the project websites in Russian and English (in Russian – https://ims.pnzgu.ru/international_cooperation_ims/projects_ims/proeu/proeu_news, in English https://international.pnzgu.ru/international_cooperation/international_projects/proeu/proeu_news) and in the Telegram account.

The first and second training courses were offered in the **face-to-face mode** in the classrooms of the Centre for Teaching and Learning Erasmus+ and the Institute of Law (Penza State University).

Within each training course, the ProEU project team delivered **8 teaching hours**:

– Prof. Dr. Gleb Sintsov, Doctor in Legal Sciences, Vice-Rector for International Affairs, Professor of the Department of Private and Public Law, taught 2 teaching hours within each training course;

– Dr. Danil Feoktistov, PhD in Legal Sciences, Associate Professor of the Department of Private and Public Law, taught 2 teaching hours within each training course;

– Dr. Evgenii Bitiutskii, PhD in Legal Sciences, Associate Professor of the Department of Law Enforcement, taught 4 teaching hours within each training course.

When taking the training courses, the trainees were invited to explore the following topics:

– **Topic 1.** Core European and Russian human rights instruments (2 hours). Subtopics: Scope and nature of human rights and fundamental freedoms at the present stage. Classification of international, European and Russian instruments for the protection of human rights and fundamental freedoms. Content of the milestone international, European and Russian human rights;

– **Topic 2.** Human rights in the European Union and the Russian Federation: institutions, policies, initiatives (2 hours). Subtopics: Human rights institutions around the world, in the European Union and in the Russian Federation. Human rights policy and law enforcement practice in the European Union and the Russian Federation. Current initiatives in the field of human rights;

– **Topic 3.** Differences between European and Russian insight into human rights (4 hours). Subtopics: Focus of the federalism doctrines in the European Union and the Russian Federation. Insight into federalism in terms of human rights protection. Role of the constitutional courts and general courts in the protection of human rights and fundamental freedoms in the federal states. Practices for protecting human rights in the federal states.

Student-centred teaching and learning was implemented for the training course. The innovative methods were employed to engage the trainees in learning and foster the transferability of skills (namely, problem-solving, critical thinking, brainstorming).

The training course contained a comprehensive set of assignments for the trainees to complete while studying each topic, in particular undertaking **Think Aloud activity** “Up-to-date materials in the mass media through the prism of human rights” under the topic 1, **Respond, React, Reply activity** “Assessment of the human rights protection system in the European Union and the Russian Federation with view to the effectiveness of its institutions and initiatives” under the topic 2 and **Think-Pair-Share activity** “What are the features of human rights monitoring in the context of European and Russian federalism?” under the topic 3.

The analysis of the training course content and completed assignments showed that on successful completion of the training course the trainees were able to (**learning outcomes**):

- assess international, European and Russian law in terms of human rights and fundamental freedoms;
- apply available tools to protect human rights and fundamental freedoms;
- interpret the state policy on monitoring and protecting human rights and fundamental freedoms;
- assess the human rights system in the European Union and the Russian Federation with view to the effectiveness of its institutions and initiatives;
- review European and Russian federalism in terms of promoting human rights and fundamental freedoms;
- monitor and protect human rights and fundamental freedoms while living in a federal state.

The content of the first and second training courses, as well as learning and teaching methods of the teaching staff generated significant interest among the trainees (see Annex 1 and Annex 4 for the **presence lists** developed within the ProEU project and filled in during the training courses).

In order to evaluate the quality of the delivered training course, the project team designed the **satisfaction questionnaire** for the trainees. The questionnaires included four parts: training course content, training course structure, learning and teaching practices, overall impression and assessment. The trainees were invited to complete the questionnaires on a no-name basis during the final parts of the training courses. They were asked to rate the answers according to the scale “strongly agree”, “agree”, “neither agree nor disagree”, “disagree”, “strongly disagree”.

The **first part** of the satisfaction questionnaire focused on assessing the following aspects connected with the training course content: – The aim and objectives of the training course were clear beforehand; – The content of the training course was well structured; – The duration of the training course was sufficient; – The training course materials (presentations, handouts, etc.) were helpful and informative; – There was enough time for discussion.

Under the **second part** of the satisfaction questionnaire, the trainees assessed the structure of the training course in details and allocated the answers according to the following aspects: – The training course helped me understand the underlying concepts; – The training course increased my interest in this study field; – The training course gave me confidence to do more advanced work in the study field; – The assignments (case tasks, etc.) facilitated my learning; – The training course environment felt like a welcoming place to express my ideas.

In the **third part**, the trainees assessed the learning and teaching practices. They rated the following statements: – The teachers were well prepared for the training course; – The teachers were easy to understand; – The teaching methods stimulated my interest in the study field; – The teachers provided helpful feedback; – The teachers created a welcoming and inclusive learning environment.

The **fourth part** of the questionnaire was devoted to the general impression and assessment. The trainees were invited to decide on the following statements: – I would recommend this training course to other students; – The training course has high academic impact; – The training course is useful in progress toward my degree.

Within the first training course (organised on 30 May 2022), in total **26 completed satisfaction questionnaires** were submitted (see Annex 2).

The analysis of the first part of the questionnaire showed that the trainees were satisfied with the training course content. The obtained results indicated the following averages: 49% of the trainees answered “strongly agree” to the questionnaire items, 38% as “agree” and 10% as “neither agree nor disagree”. About 1% of the trainees chose the answers “disagree” and “strongly disagree”, but did not indicate the reasons.

On average, 24% of the trainees “strongly agreed” and 51% “agreed” with the questionnaire items in the second part of the satisfaction questionnaire (structure of the training course). At that, 19% of the trainees avoided deciding (“neither agree nor disagree”) and 6% negatively evaluated the structure of the training course (5% and 1% for “disagree” and “strongly disagree”, correspondingly).

The third part of the satisfaction questionnaire highlighted that the trainees praised the learning and teaching practices of the ProEU project team. The questionnaire demonstrated that 67% of the trainees marked the answers as “strongly agree” and 31% as “agree”. Only 3% of the trainees gave the answer “neither agree nor disagree”.

Having analysed the questionnaires submitted after the first training course, the ProEU project team saw that the overall impression and assessment were favourable. In general, the answers averaged 51% for “strongly agree”, 40% – for “agree” and 5% – for “neither agree nor disagree”. Several trainees (4%) voiced the negative viewpoint (without comments).

The analysis of the satisfaction questionnaires showed the trainees **demand for more case tasks** and visual learning materials (e.g. video). The trainees also voiced the interest in exploring the human rights practices of the teachers. The ProEU project team planned to pay attention to these aspects when delivering the next training courses.

During the second training course (6-7 October 2022), the project team took into account the satisfaction questionnaires analysis following the first training course. The teaching staff adjusted the learning materials (namely presentations and other visuals). They also decided to conduct the second training course for 2 days (4 hours each day) and to supplement in-class work with more time for independent work of the trainees.

According to the filled in satisfaction questionnaires (in total – **27 pieces**, see Annex 2), the trainees positively assessed the content of the training course. The average answers were allocated in the following way: 65% “strongly agree” and 29% “agree”. 6% of the trainees avoided deciding (“neither agree nor disagree”), but did not comment their viewpoints.

The structure of the training course (second part of the satisfaction questionnaire) was also favourably evaluated by the trainees. Their answers mainly distributed between “strongly agree” (64% of the trainees) and “agree” (32% of the trainees). Several trainees (4%) voiced the viewpoint as “neither agree nor disagree”.

The trainees highly appreciated the learning and teaching practices of the ProEU project team (as the third part of the questionnaire showed). Their answers averaged 76% as “strongly agree” and 24% as “agree”. Other viewpoints were not provided.

The fourth part of the satisfaction questionnaires showed that the trainees gave positive feedback on the training course in terms of their overall impression and assessment. On average, 57% of the trainees “strongly agreed,” 36% “agreed” and 7% “neither agree nor disagree” with the questionnaire items.

In general, the analysis of the satisfaction questionnaires highlighted that the trainees had a **positive viewpoint** of the second training course. The fact that the ProEU project team adjusted the learning materials and allocated more time to independent work allowed enhancing the satisfaction of the trainees with the training course. This was evidenced by the questionnaires filled in by the trainees within the second training course. In the questionnaires, they made the following comments: "It was incredibly interesting", "I learnt a lot of new things", "I cherish the time spent at the training course", "Thanks for your hard work" and others.

In total, **53 trainees successfully completed the training course** (26 students – first training course and 27 students – second training course). They received the two-language **certificates** on their successful completion of the training course "Challenges in monitoring and protecting human rights in the European Union and the Russian Federation". In total, 53 certificates of the established form (in Russian and English) were issued to the trainees (see Annex 3 and Annex 6).

The report on the first delivered training course was presented at the meeting of the University Council and approved by its members on 1 July 2022 (record no. 20). The report on the second training course was presented at the meeting of the University Council and approved by its members on 20 October 2022 (record no. 25).

Due to the grant agreement termination and funding suspension, the training course "Challenges in monitoring and protecting human rights in the European Union and the Russian Federation" was already included in the set offered by PSU Centre for Teaching and Learning Erasmus+. The course will be organised on a regular basis and funded from direct payments of persons or entities.

ProEU project manager



Prof. Dr. Gleb Sintsov



Report

on designing and teaching the professional training course

**“European Union practices of protecting human rights
in criminal proceedings”**

under the project

**“Protection of Human Rights
within and across the European Union”**

(project number: 101047580; project acronym: ProEU)

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Within the ProEU project, the **Work Package 1 (Teaching and Learning)** and its **Task 1.2 – Designing and teaching the set of training courses for specific target groups** included the professional training course “European Union practices of protecting human rights in criminal proceedings”. It is intended for legal professionals, public administrators and civil society representatives. The professional training course aims at familiarising the trainees with the main human rights trends in criminal proceedings in the EU and advocating them to protect human rights in criminal proceedings.

According to the Communication Plan of the ProEU project, the project team created and published the **electronic leaflets** on the professional training course in Russian and English and posted them on the project website (the professional training course leaflet (in Russian) can be found at https://ims.pnzgu.ru/files/ims.pnzgu.ru/pages/erasmus/proeu/broshyura_proeu_ru_kurs.pdf; the professional training course leaflet (in English) can be found at https://international.pnzgu.ru/files/international/pages/erasmus/proeu/broshyura_proeu_en_kurs.pdf). In addition, the ProEU project team prepared the **electronic invitation letters** signed by the university management (see Annex 7), which were disseminated among the partners of Penza State University together with the electronic leaflets. The electronic invitation letters and electronic leaflets were intended for the representatives of legal offices, public authorities and civil society, as well as higher education institutions.

The information about the new professional training course was communicated to the prospective trainees on the **websites** of the ProEU project (in Russian – https://ims.pnzgu.ru/international_cooperation_ims/projects_ims/proeu and in English – https://international.pnzgu.ru/international_cooperation/international_projects/proeu) and via the project **social media accounts** (Facebook – https://m.facebook.com/groups/1901973653306618/?refsrc=deprecated&_rd=1, Instagram – https://www.instagram.com/proeu_erasmus_psu/, Telegram – https://t.me/proeu_erasmus_psu), which were created to raise awareness about the project and all project activities.

The delivery of the professional training course required the ProEU project team to develop the **syllabus** in Russian (40 pages) and translate it in English (37 pages). This activity was completed in March 2022. To develop the syllabus, the project team used the personally designed training materials and added the training materials from the open databases. These materials were listed in the syllabus in the section “Essential readings”. The online versions of the syllabus in Russian and in English were posted in the university digital learning environment (<https://moodle.pnzgu.ru/>) and on the project websites (syllabus in Russian – https://ims.pnzgu.ru/files/international/pages/erasmus/proeu/umk_proeu_kurs_ru.pdf; syllabus in English – https://international.pnzgu.ru/files/international/pages/erasmus/proeu/umk_proeu_kurs_en.pdf).

The engagement and interaction with the trainees was secured through the specifically designed **presentations** in line with the content of the professional training course. These presentations were available on the project websites (in Russian – https://ims.pnzgu.ru/international_cooperation_ims/projects_ims/proeu/teaching_learning_materials, in English – https://international.pnzgu.ru/international_cooperation/international_projects/proeu/teaching_learning_materials).

The ProEU project team will teach **16 teaching hours** under the professional training course (once in the project year):

– Prof. Dr. Gleb Sintsov, Doctor in Legal Sciences, Vice-Rector for International Affairs, Professor of the Department of Private and Public Law (4 teaching hours within each course);

– Dr. Danil Feoktistov, PhD in Legal Sciences, Associate Professor of the Department of Private and Public Law (8 teaching hours within each course);

– Dr. Evgenii Bitiutskii, PhD in Legal Sciences, Associate Professor of the Department of Law Enforcement (4 teaching hours within each course).

Within the professional training course, the trainees are invited to explore the following topics:

Topic 1: Criminal law in the EU. Criminal justice system in the EU (4 hours). Subtopics: Historical background and recent development of criminal law in the European Union. Constituent pillars of criminal law in the European Union. Cooperation in the field of human rights in criminal law of the European Union. Foundations for criminal justice in the European Union. Criminal justice and case law in the European Union. Activity of the European Union bodies within the criminal justice system.

Topic 2: Human rights and criminal procedure in the EU. European practices of protecting human rights in criminal proceedings (4 hours). Subtopics: Case law of the European Court of Human Rights. Protecting victims' rights. Rights of suspects and accused. Legal instruments to combat cross-border crime. Human rights in criminal proceedings.

Topic 3: Mechanism for introducing the best practices in the RF. Draft regulations on protecting human rights of persons subjected to criminal prosecution (4 hours). Subtopics: Criminal law frameworks and human rights practices. Milestones of the case law in terms of protecting human rights. Human rights as standards of criminal justice.

Topic 4: Presenting and discussing results (4 hours). Subtopics: Legislation related to the rights of victims, suspects and accused persons in criminal proceedings. Best practices of administering justice and protecting human rights under criminal law.

The professional training course is designed in the way to follow **student-centred teaching and learning**. The project team is ready to employ the innovative methods in order to engage the trainees in learning and to foster the transferability of skills through critical thinking, problem-solving, brainstorming and project-based learning.

The professional training course involves a comprehensive set of interactive assignments: the **Think Aloud activity** “Relevant framework decisions, directives and regulations in the European Union” and the **Respond, React, Reply activity** “Assessment of the performance of the bodies in the European Union within the criminal justice system” within the topic 1; the **Think Aloud activity** “Key rulings of the European Court of Human Rights with the view to the criminal process” within the topic 2; the **Think-Pair-Share activity** “What are the favourable guidelines for protecting human rights in criminal proceedings?” within the topic 3; the **Respond, React, Reply activity** “Analysis of legislation related to the rights of victims, suspects and accused persons in criminal proceedings” and the **Project activity** “Effective measures to protect human rights in criminal proceedings” within the topic 4.

On successful completion of the professional training course the trainees should be able to (**learning outcomes**):

– generalise the provisions of criminal law in the European Union with the view to upholding and protecting human rights;

– discover the criminal justice system in the European Union and compare it with the system in the Russian Federation;

– analyse the relevant data on criminal procedure in the European Union in terms of human rights;

– test the strengths and weaknesses of the European practices for human rights protection in criminal proceedings;

- select the reliable guidelines for protecting human rights and adapt them to criminal law in the Russian context;
- review the challenges in protecting human rights of persons subjected to criminal prosecution;
- integrate the best European practices and mechanisms for the management and administration of justice with the view to human rights.

In addition to the syllabus, teaching and learning materials, the ProEU project team designed the drafts for the presence lists, satisfaction questionnaires and certificates. The visualisation components (EU emblem, programme name, project logo, etc.) were used for the publication of all project materials. This activity was also completed in March 2022.

The **presence lists** were created to monitor the trainees attendance, to measure the trainees interest in taking the professional training course and to award the certificates in a fair manner (see Annex 8).

The ProEU project team produced the **satisfaction questionnaire** for the trainees with a view to continual improvement of the project activities (see Annex 9). The questionnaires include four parts: professional training course content, professional training course structure, learning and teaching practices, overall impression and assessment. The questionnaires should be completed on a no-name basis during the final parts of the courses. The trainees will be asked to rate the answers according to the scale “strongly agree”, “agree”, “neither agree nor disagree”, “disagree”, “strongly disagree”.

Under the first part of the satisfaction questionnaire, the trainees should rate the content of the professional training course and give their comment on the following aspects: – The aim and objectives of the course were clear beforehand; – The content of the course was well structured; – The duration of the course was sufficient; – The materials (presentations, handouts, etc.) were helpful and informative; – There was enough time for discussion.

The second part focuses on assessing the structure of the professional training course. The trainees should answer according to the following aspects: – The course helped me broaden my knowledge and skills; – The course increased my interest in this study field; – The course promoted my recognition of human rights protection; – The assignments (case tasks, etc.) facilitated my learning; – The course environment felt like a welcoming place to express my ideas.

In the third part, the learning and teaching practices should be interpreted by the trainees. They should evaluate the following aspects: – The teachers were well prepared for the course; – The teachers were easy to understand; – The teaching methods stimulated my interest in the study field; – The teachers provided helpful feedback; – The teachers created a welcoming and inclusive learning environment.

The fourth part of the satisfaction questionnaire is devoted to the general impression and assessment of the professional training course. The trainees should comment on the following aspects: – I would recommend this course to my colleagues; – The course has high impact for capacity building; – The course is useful in maintaining a high standard of quality.

The **certificates of completion** were designed for the trainees, who would complete the professional training course successfully. The drafts contained the name and date of the course, its content, as well as the titles of the project and programme (see Annex 10).

The ProEU project team offers the professional training course to the representatives of legal profession (including law teachers), public authorities and civil society in the Penza Region, as the team members had strong ties with these stakeholders. The obtained applications are now processed. The professional training course is scheduled for two days from 19 December 2022 to 20 December 2022.

The **report** on the delivery of the professional training course will be presented at the meeting of the University Council.

On successful teaching of the professional training course, it will be included in the set of courses offered at PSU Centre for Teaching and Learning Erasmus+.

ProEU project manager

A handwritten signature in black ink, appearing to be 'G. Sintsov', written over a circular stamp or watermark.

Prof. Dr. Gleb Sintsov