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Long-term training course on access of young people to social rights and autonomy through youth work, for representatives of authorities and non-governmental organisations working with young people in the Russian Federation

Report of the training- course

First residential seminar
17-22 October 2016,
Penza, Russian Federation

Second residential seminar
28 October - 3 November 2017
Strasbourg, France

Content

Background information – the Council of Europe

Many young people in today's Europe experience exclusion, discrimination and violence, lack of access to their social rights. This is not only a youth issue, but it affects strongly young people and their environment (family, schools, communities, social networks, etc.) because in their transition to adulthood young people often experience situations of vulnerability and fragility. All young people are vulnerable but some face bigger number of obstacles for fully enjoying social rights. When the situation is accompanied by poverty, exclusion, discrimination and violence, when young people do not have access to their human rights, when they experience lack of opportunities and means, then they face a serious disadvantage. Youth work, local and regional authorities and youth policy have the duty to tackle it and respond to it in a proper way.

The Council of Europe, the oldest European intergovernmental organisation, was founded in 1949 in order to protect human rights, democracy and rule of law. There are 47 countries, which are members of the Council of Europe nowadays. The Council of Europe youth sector develops quality standards and approaches to youth policy and youth work, which aim to ensure human rights, including participation in public life, active citizenship and providing with opportunities for social inclusion.

The Council of Europe always played important role in safeguarding and securing human rights for Europeans through different tools and measures. Social rights are human rights therefore they were always in the focus of organisation. European Social Charter adopted as a key document to guarantee social rights is a crucial instrument to promote and guarantee social rights for everyone on the continent[1].

From the perspective of the Council of Europe, social cohesion is firmly based on human rights (as codified in the European Convention on Human Rights and the Revised European Social), as well as an acceptance of shared responsibility for the welfare of all members of society, especially those who are at risk of poverty or exclusion. In line with this, the youth policy of the Council of Europe aims at "providing young people with equal opportunities and experience which enable them to develop knowledge, skills and competencies to play a full part in all aspects of society"[2].

In order to respond to situations of violence, exclusion and discrimination which affect more and more young people in Europe, the youth sector of the Council of Europe has developed since 2009 the Enter! Project which seek and highlight youth work response to violence, exclusion and discrimination affecting young people in Europe and promote access to social rights[3].

The key objectives of the Enter! project are to:

- address situations of social exclusion, discrimination and violence affecting young people through non-formal education and youth work projects;

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[1] www.coe.int/en/web/conventions/full-list/-/conventions/rms/090000168007cf96

[2] Committee of Ministers Resolution CM/Res(2008)23 on the youth policy of the Council of Europe

[3] The Enter! website: http://www.coe.int/en/web/enter/home.

- develop the competences of youth workers to initiate, support and evaluate projects for and with young people as a tool for empowering young people and for the participation of young people to help them access their social rights;

- develop conceptual, educational and practical means of translating access to social rights for young people into the realities of youth work and policy making;

- advocate for the access of young people to social rights, particularly by developing partnerships among civil society actors, young people and policy makers at local, regional, national and European levels;

- develop the role of youth policy, non-formal education and youth work in addressing social exclusion, discrimination and violence affecting young people.

The project's principal focus was on long-term training courses (LTTC) implemented on the European level[4] designed to prepare and support youth workers and youth leaders working in disadvantaged neighbourhoods with those young people facing difficulties in exercising their human and social rights. Enter! also developed alternative ways of thinking about and practicing youth work, beginning with the involvement of young people themselves, relying on the skills and experience of youth workers and youth organisations, and searching for medium and long-term impacts through youth policies at local, regional and national levels.

An important milestone and impact of the measures was adopting by the Committee of Ministers in January 2015 of the Recommendation to the member states on the access of young people from disadvantaged neighbourhoods to social rights[5] (so called, Enter! Recommendation). The Recommendation CM/Rec(2015)3 provides the Council of Europe and its partners with a policy instrument that can support the implementation of policies, programmes and projects that strengthen young people's access to social rights.

Adoption of the Recommendation, however, is only a necessary starting point. Its implementation is crucial to actually impact on young people's lives. With this in mind, the Joint Council on Youth adopted in March 2016 a strategy to support the implementation of the Recommendation. The strategy is based on the combined work and cooperation between public authorities in member states, youth organisations and the Council of Europe (Youth Department). A seminar on the implementation of the Recommendation on the access of young people from disadvantaged neighbourhoods to social rights [CM/Rec(2015)3] through youth work and youth policy practitioners was held at European Youth Centre, Strasbourg on 27-29 September 2016.

The Recommendation is included into the thematic Action Plan "Building inclusive society" of the Council of Europe. The Action Plan aims to assist member States in managing Europe's diversity through smart policies fostering mutual understanding and respect. It is organised around activities in the fields of education, antidiscrimination and effective integration. The thematic Action Plan "Building inclusive society" of the Council of Europe foresees the promotion of Recommendation and support through targeted cooperation activities with a

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[4] More information can be found here: www.coe.int/en/web/enter/home
[5] https://wcd.coe.int/ViewDoc.jsp?id=2282497&Site=CM&BackColorInternet=C3C3C3&BackColorIntranet=EDB021&BackColorLogged=F5D383

specific focus on municipal youth policy and youth work practice, and on facilitating the transition to autonomy and working life. A methodology for the systematic assessment of effectiveness of national youth policies in this respect will be developed and applied.

For the first period the input from the Youth Department comprised:

> ➢ long–term training courses based on local interventions and projects for representatives of public bodies and youth work structures. Two LTTCs were ran from 2009 to 2012 and from 2013 to 2014. The third international LTTC is implemented in 2017-2018. The project is supported by a youth-friendly version of the Recommendation, a guide for the implementation of the Recommendation – Taking it Seriously, Dignityland, a game for learning about social rights to be played with young people to raise their awareness, database of examples of projects implemented in the first two projects and various publications;

> ➢ support measures for youth work or youth policy interventions by local authorities (from 2017 Council of Europe started working with municipalities implementing the Recommendation. The guide for municipalities how to implement Recommendation is being developed at the moment);

> ➢ support and review measures for governmental authorities in charge of youth policy;

> ➢ activities with youth organisations to advocate and advice on the implementation of the Recommendation (several youth meetings, thematic seminars, study sessions on topics related to social rights were organised for and with young people and youth workers, situation mapping was conducted, several publications were produced).

An important contribution to the development of the youth work and youth policy on access to social rights was done through reflections mirrored in several publications and reports such as:

- The Report: Enter!: from Policy to Practice-A seminar on the implementation of the Recommendation on the access of young people from disadvantaged neighborhoods to social rights [CM/Rec(2015)3] through youth work and youth policy practitioners

- The Enter impact study: What can youth work do for access to social rights? Impact and key lesson learned from the Enter! project on access to social rights for young people (Yael Ohana)

- The course curriculum of Enter LTTC 2 - The seminar report of the Preparatory Seminar of the LTTC 2 (2012-2014) - Various course documents, programmes, session outlines and evaluation tables developed within the context of the LTTCs 1 and 2

- Long Term Training Course 3rd edition. 2017-2018. Concept paper and structural proposal (Nadine Lyamouri-Bajja) and other.

Background information – the Russian Federation

Russia as a member state of Council of Europe confirms its adherence to the principles of human rights, democracy and rule of law. The Council of Europe and the governmental bodies responsible for the implementation of youth policy in

the Russian Federation have been cooperating since 1992 in the youth field. Since 2006 Russian Federation and the Council of Europe implement a Framework Programme for Cooperation in the Field of Youth Policy. This cooperation supports the development of youth policy at federal, regional and local levels, provides assistance to non-governmental youth organisations, increases the level of professional competences of specialists involved into work with youth and fosters interaction among governmental structures and public organisations[6].

Within the Framework Programme on cooperation between the Council of Europe and the Ministry of Education and Science of the Russian Federation in youth field for 2016-2017 partners have agreed to implement a long-term training national course on access of young people to social rights and autonomy through youth work for representatives of authorities and non-governmental organisations working with young people in the Russian Federation. Penza State University hosted the first residential seminar while National Youth Council of Russia arranged all logistical issues.

Two previous European Enter! projects were dealing with geographically disadvantaged areas where young people have bad access to education, medicine, labour etc. That was also about riots, which happened in very multicultural environments, so a link to multiculturalism, exclusion and migration issues was very explicit. For the national course in Russia team decided to overcome geographical perception of "disadvantaged areas" and concentrate rather on "communities and individuals that need additional support to fully enjoy their social rights".

The course included different elements:

- residential seminars (the first residential seminar took place on 17-22 October 2016, in Penza, Russian Federation, the second took place 28 October-3 November 2017 at EYCB);

- e-learning stage (starting from September 2016 and finishing in October 2017);

- projects implemented by participants (starting from January 2017 and finishing in August 2017);

- mentoring (starting from October 2016 and finishing in October 2017).

Month/year	10/2016	11/2016	12/2016	1/2017	2/2017	3/2017	4/2017	5/2017	6/2017	7/2017	8/2017	9/2017	10/2017
Residential seminars	1 seminar Penza												2 seminar EYSC
e-Learning	Pre-course evaluation	**Online course**			**Online course**								Final evaluation
Менторинг	**Mentoring 1 stage**				**Mentoring 2 stage**								
					Projects implementing								

Definitions

- ✓ The definition "disadvantaged neighbourhoods" does not fully explain the target group – young people experiencing obstacles in enjoying their social rights. In many cases vulnerability and disadvantage are not determined geographically. In Enter! 2 (2013 – 2015) attention moved from the geographical disadvantage to the groups that experienced that disadvantage, which may or may not necessarily be defined by where they live. The terms used in Russian state policy are "youth in need", "youth in difficult situations", "youth at risk". This might be labelling and segregating certain social groups and also sending the message that access to social rights can be limited just for some of young people, but this is also the language that is understood by the authorities and community. It is important to be clear, but it is also crucial to underline that full enjoyment of social rights, especially when to comes to discrimination and exclusion, can be an issue for all young people despite their economic and social status.

- ✓ The definition "social rights" is not very operational in general and in particular in relation to youth work. The concept within the youth work is new not just for Russia but for the other countries as well.

Human rights in Russian Federation and civil society

An important aspect worth to be paid attention to understand the dynamic within the civil society sector in Russia is the general situation with human rights in the country. At the moment Russia faces situation when the political rights are pretty much at the stake. Freedom of media and expression is getting more and more controlled by the state (for example, in November 2017 Russian President Vladimir Putin has signed a law which allows authorities to brand certain foreign media outlets as "foreign agents"), courts do not seem to be free, etc.

A number of legislative based restrictions for NGOs were introduced starting from 2012 including the Law on foreign agents that requires non-profit organisations which receive foreign donations and engage in "political activity" to register and declare themselves as foreign agents. The term "political activity" may include a quite big variety of actions including publications with the recommendations to civil servants. Many NGO's did not want to claim themselves as foreign agents (rhetoric related to the Soviet Union) and were included into the list by force, they also had to pay huge fines for not following the law. On 23 May 2015 president Vladimir Putin signed "The Russian undesirable organisations" law which gives prosecutors the power to extra judicially declare foreign and international organisations "undesirable" in Russia and shut them down.

In this circumstances all NGO's, including youth NGO's, are somehow divided to "reliable" and "unreliable" ones by thus limiting opportunities for some, using different mechanisms of political and economic pressure and control, sometimes even forcing to close down the activities or to stop applying for certain funding. The human rights organisations are sometimes under the double control and pressure. Even strong NGOs have to refuse from the big part of their funding and focus more on new strategies of survival. NGOs either follow the official state youth policy and try to integrate in it without bringing new and counter narratives or minimize the scope of the activities focusing on less controversial and oppositional dimensions of work. NGOs try to develop practices which could contribute to overcoming the crises through creation of synergies within the sector and in the inter-sectoral dimension; consolidation, searching for new opportunities for financing, such as collection of private donations,

crowdfunding and social entrepreneurship; implementing new practices of communication and public relations, connected with the social networks, new informational technologies, such as blogs and interactive informational resources[7].

In a context of our LTTC it results into a situation that many NGOs try to avoid any type of activities that can be considered "dangerous" including advocacy work, critical assessment of state policy, international projects and/or receive funding from abroad which decreases their effectiveness and ability to influence political decisions. Some NGOs operate within the "socially and politically accepted", "approved" "clear for everyone" frames, without touching most sensitive challenging existing norms, behaviours, attitudes, policies etc. They also have big potential to be integrated into official state youth policy.

Hence there is a general concern about shrinking space and freedoms of civil society in Russia. Meanwhile state continues to select topics for support within the youth policy (for example, patriotism education is one of the dominant fields) and invests in it. NGOs working on access to social rights must find a "proper entry point" for the topic of access to social rights to engage with the state support. They also have to better position the work they do in order to be heard.

Social rights and youth

The understanding of social rights in relation to young people in Russian Federation has its specific features as, probably, everywhere. That should be considered in order to ensure the quality of intervention and avoid westernized approach in understanding and promoting access to social rights.

Access to social rights for young people does not get proper attention. The society and politicians do not see the obstacles that youth must fully enjoy social rights unless it gets too far. Though some cases of absence of access to social rights are being widely discussed in the media the topic itself is not enough actualized especially when it comes to youth. According to dominated public opinion average young person (who has no disability or any other obvious vulnerability) does not really "suffer" from the lack of access to social rights comparing to many other groups of population. Though we cannot testify this widespread public myth with the data coming from the polls but LTTC proved it very clearly.

This opinion is based on some facts. Advanced young people have more competences which are requested at the labour market and which other social groups lack (for example, digital). They might have more sustainable job positions at the labour market than those who are older than 40-50. (Of course, it is always the question of correlation between "the job of dream" and real job, big cities and rural areas, educated youth and those who dropped out of schools etc.) According to the same assumptions young people do not need so much medical treatment as elderly people whose access to affordable health care in many cases is much worse due to poverty and economic reasons. (It is also worth mentioning that poverty in Russia is a poverty of those who have job or/and education.)

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[7] More can be read in the Report on the State of Civil Society in the EU and Russia prepared by EU-Russia Civil Society Forum - http://eu-russia-csf.org/fileadmin/State_of_Civil_Society_Report/State_of_Civil_Society_Report_2016_Summary_en.pdf

If a young person has no disability or sickness his or her opportunities, according to public myth, can be limited only by the financial frames and he or she has much better capacity to overcome it comparing to many other age groups. Young people are often blamed for not being successful, for being responsible for the obstacles they have in enjoying their rights. They are told to try harder, to take responsibility for their lives etc.

Having said that we also need to note that there are some groups of young people who, even according to mass opinion, do need additional help. Their perception is different. Society and authorities perceive them as "weak", vulnerable, excluded which on one hand allows to raise the question of inclusion but on other stigmatize and create wrong generalized image of people (concentration on "their" problem, inability to deal with it alone, development of patronizing social work, charity approach). It reinforces a positioning of young people as 'powerless', 'subject to the power of others' or 'in need of empowerment'. In this case human rights-based approach is not present at all.

This is often applicable to:

- o people with disabilities (we need to accept that in many situations they lack access to education, leisure facilities, labour market etc.)[8];
- o graduates of orphanages (lack of social competences, vulnerability at the labour market
- o young families (housing question),
- o single mothers (economical questions),
- o "youth at risk" (as they are called in official youth policy).

The vulnerability of young people is not in in the political agenda unless it touches groups with less opportunities, those which exclusion is obvious (such as youth with disability), or dangerous (young people in conflict with the law, graduates of foster homes) etc. It also comes to the surface in relation to young families – as a part of demographic policy. Though access to quality education, appropriate housing, physical and mental health, employment, non-discrimination are the daily challenges faced by youth in general, and not just certain groups.

In general, we can make several conclusions:

o youth policy, youth work, social policy and society often lack human rights-based approach and treat the work with even the most vulnerable groups according to different, sometimes undemocratic, principles of charity, patronizing etc.;

o the concept of access to social rights within youth policy, youth work is not known;

o it is unclear for youth workers and policy makers how social rights interlink (if do) with youth, youth policy and youth work.

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[8] The shift in this direction started with the adaptation by the RF of the Convention of UN on rights of people with disabilities. In 2011 a state programme "Accessible environment" was adopted by the Ministry of labor and social welfare of the Russian Federation and some steps towards inclusive education were done. In 2016 more than 48 mlrd rubbles (621326000 Euros) were planned to be spent for that programme. The programme suggests additional funding till 2020 for the institutions dealing with reshaping the environment to make it more friendly for the people with disabilities. In 2016 a Federal law 419 was validated. It obliges all buildings owners to make arrangements for guaranteeing accessibility for people with disabilities

Purpose of the training course in the implementation of the Enter project and Recommendation

Long-term training course on access of young people to social rights and autonomy through youth work, for representatives of authorities and non-governmental organisations working with young people in the Russian Federation had a specific role in the implementation of the Enter project and Enter Recommendation.

The first purpose can be explained as **engaging and supporting motivated multipliers and their organisations in the activities aiming at positive changes on access to social rights for young people.**

Small steps and models. Long-term training course is itself an activity which "makes an important contribution to active citizenship by providing opportunities to acquire the knowledge, skills and attitudes for civic engagement and social action". The course suggested at least 18 different practical direct interventions of youth workers who brought change to their communities. Their value is not only for today but also for tomorrow, as this experience can serve as a learning and inspirational source for the those interested to develop youth policy and youth work on access to social rights.

Multiplier effect and capacity building. In total 25 youth workers were trained, and they can become multipliers of youth work on access to social rights in the country. They raise awareness not only about the shortages or limitations in access but also about the background ideas (such as human rights-based approach in youth policy and youth work, for example) and Recommendation. Through training youth workers and activists, the course contributed to the capacity building of their NGO's and state organisations dealing with young people.

Secondly – through the **collecting and re-evaluating a number of diverse local and national practices** and examples of cross-sectoral and inter-agency partnerships of different stakeholders, including youth workers, researchers, policy makers and young people, promoting access to social rights for young people and/or being implemented on the principles of human rights approach in a given country. Existing practices and cases were reviewed and critically assessed.

Thirdly – the course helped to obtain experience and understand the challenges of **promoting and implementing Enter! Recommendation** on the national, regional and local level in one given country. The experience of the course will be useful in planning similar national courses for promoting and implementing Recommendation in the member states.

The long-term training national course on access of young people to social rights and autonomy through youth work for representatives of authorities and non-governmental organisations working with young people was innovative in its nature due to at least three facts:

• for Youth department of Council of Europe this is the first long-term training course on access of young people to social rights run on the national level (by then the activities were international). It means that the course has collected experience of adaptation of general approaches developed and used within European scope Enter! Project to national, local and grass-root levels in a particular country. It also works in an opposite direction – the course brings the grass-root level experience and expertise to a global level. Summarizing these points, one may guess that the course experience may help to develop a pilot

model of national TC on access to social rights which can be reproduced later in different national, cultural, economic contexts;

• for Russian partners this is the first long-term activity directly related to access to social rights for young people. Access to social rights for young people was never specifically mentioned in the policy documents of Russian Federation and was never specially researched. Though some aspects have been mapped or/and monitored but it cannot be perceived as completed and full. (The first attempt to address to this topic took place in spring 2016 when the traditional for Youth Department "50/50' seminar in partnership with Russian partners was run on the topic of access to social rights);

• for youth organisations, youth activists, authorities responsible for youth policy and youth work in Russia this is one of the few high qualitative educational long-term training courses run in accordance with the standards of Council of Europe on a national level, with the focus on local reality of a concrete given country in Russian language. It was supported through online learning (see Appendix 3), mentoring (see Appendix 4), projects visit (see Appendix 2).

Aim and objectives of the course

The course is a European level complementary training for youth workers, which aims to develop their competences in designing and implementing responses, projects, partnerships in support of youth-led initiatives that promote access to social rights and overcome discrimination, exclusion and violence.

The objectives of the long-term training course on access of young people to social rights and autonomy through youth work for representatives of authorities and non-governmental organisations working with young people in the Russian Federation were identified as**:**

1. To introduce participants to evidence-based needs analysis, to socio-educational project designing, management, implementation and evaluation

2. To support participants to develop socio-educational projects with young people that promote access to social rights and overcome discrimination, exclusion and violence

3. To develop participants' understanding and knowledge of the human rights framework and the policy fields and mechanisms that are relevant to the situation of young people with whom they work, from the local to the European level;

4. To support participants in using human rights-based approaches and human rights education in their youth work

5. To contribute to the social and educational recognition of youth work and non-formal education in participants' realities and at European level

6. To develop participants' competence and confidence for engaging with policy makers and other actors in the youth and social policy fields for improving access to social rights for young people.

One of the key aims of the project was to assist to develop/improve complementary competences of youth workers. The framework was developed on the basis of the "European Portfolio for youth workers and youth leaders" and widely used for participants' self-assessment and self-orientation.

The key youth worker's functions in the framework of Enter! LTTC were defined as:

Function 1: To empower young people

Ability to:

- accompany, motivate and involve young people in collectively planning, delivering and
- evaluating socio-educational initiatives;
- ensure space for young people to identify issues/problems and take action
- independently according to the situations, they face;
- interact with young people in a way which is respectful of their dignity, their autonomy,
- their place in society and their voice;
- inform and motivate young people to use all opportunities and resources to address
- their access to social rights, especially those identified in the Enter! project;
- enable young people to work for the improvement of access to social rights;
- manage emotions in the work with young people;
- widen young people's awareness of the concepts of power and change in relation to
- social rights.

Function 2: To develop relevant learning opportunities

Ability to:

- help the development of the confidence, knowledge, critical thinking, problem solving
- skills of young people affected by exclusion, discrimination and violence;
- work with both individuals and groups in learning processes;
- be a resource person for young people, providing appropriate guidance and feedback;
- take advantage of spontaneous learning and development opportunities;
- identify special learning needs of young people;
- use a variety of educational methods and techniques;
- encourage the creativity and curiosity of young people;
- explain relevant concepts in an appropriate language adapted to the target group;
- plan, implement and evaluate non-formal activities;
- assist young people to transform any learning that occurs into concrete and useful action;
- use appropriate information technology tools, according to the reality, needs and
- interests of the target group.

Function 3: To accompany young people to access their rights

Ability to:

- facilitate young people's learning about social rights, from the international framework,
- to challenges on the local level and mechanisms related to human rights in daily life;
- inspire young people to act for access to social rights and social change in general;
- facilitate the development of young people's attitudes in line with the values of human
- rights, particularly respect of human dignity, solidarity, empathy, non-discrimination,
- sense of self-worth and the worth of others;
- facilitate young people's awareness and understanding of the impact that exclusion,
- violence and discrimination have on access to social rights;
- work creatively with conflict towards peaceful solutions;
- assist young people to define their place in a changing world;
- empower young people to defend their rights and the rights of others.

Function 4: To contribute to organisational and relevant policy development

Ability to:

- locate, understand and practically apply the relevant both local, regional, national and
- European programmes, instruments and policies for improving the access of young
- people to social rights;
- work independently, in teams and manage others;
- build capacity within the organisation to work on access to social rights and youth policy
- advocacy;
- development dialogue, cooperation and partnerships between young people and
- relevant social actors for the improvement of policies related to access to social rights.

Function 5: To use evaluative practice

Ability to:

- plan and apply a range of participative methods of evaluation to youth work and to the
- socio-educational projects they implement;
- communicate, present and report on their actions to a variety of audiences;
- include systematic evaluation in the youth work;

- research and use results to influence practices, policies and projects.

Executive summary

The course was a complementary educational measure aimed to develop the capacity and competences of the youth workers and representatives of state institutions, understood as 'intermediaries', and their background organisations in improving the access of young people to social rights through the social-educational projects.

Initially the group of participants was composed of 25 participants (9 males and 16 females), 18 participants stayed till the end of the course and implemented local initiatives on access of young people to social rights.

The process of learning within a LTTC covered a variety of areas such as:

- Social rights and access to social rights

- Youth work, youth policy and youth research and their influence on access to social rights for young people

- Non-formal education, human rights education, intercultural learning and youth participation as approaches in youth work dealing with access to social rights

- Project management (with the focus on youth socio-educational projects addressing access to social rights)

- Youth work competence framework as a tool for self-reflection and development

- Council of Europe Youth Department approaches

- Engaging in youth policy at the local, regional, national and international levels.

The outcomes of the course can be divided to two groups: development of participants competences and social impact.

Social impact:

- ✓ Some local projects initiated by participants attracted attention to social rights and laid down the fundamentals of the evidence-based youth local policies that take into consideration the specific situations and needs of vulnerable young people.

- ✓ Thanks to LTTC the regional authorities in the Russian Federation became informed about the Enter! Recommendation. In some cases, it may help to incorporate the basic ideas of the document, tools and instruments into regional youth policies.

- ✓ The LTTC introduced, has generated curiosity and promoted non-formal education as an approach in youth work.

- ✓ The LTTC introduced an idea of youth work related to access to social rights in one given country.

- ✓ The course enabled youth workers to work for the improvement of access to social rights; overcome discrimination, exclusion and violence in their local contexts. The capacity of participants` organisations on the topic of improving access to social rights for young people within and with the resources of their local community grew significantly.

- ✓ The LTTC created a pool of youth workers interested to develop youth work on access to social rights, improve the quality of youth work and youth policy in general, promote and utilize non-formal education and human rights education.

- ✓ Visibility of the DYS and the Council of Europe youth sector on the local and national level in Russia increased.

- ✓ LTTC collected several diverse local and national practices of youth work on access to social rights.

Outcomes on a personal level

- This course has helped many of the participants to reflect on their work through a different perspective. Participants feel more confident in many respects. They became aware about several completely new approaches and topics in youth work such as non-formal education, social rights and intercultural learning. The course has broadened their horizons, widened the list of possible actions they may implement, gave more understanding and food for reflections.

- Participants significantly improved their competences. They learnt how to plan, implement and evaluate socio-educational initiatives which improve access of young people to social rights and overcome discrimination, exclusion and violence; basics of non-formal education, Council of Europe approaches etc.

- Participants got inspired and motivated to continue or to start working on the access of young people to social rights. They are more enthusiastic about it but in the same time more realistic. Participants realize their role, level of influence and possible contribution in promoting access of young people to rights at different levels; They are more aware now which paths and roles they may take.

- Participants independently developed dialogue and partnerships with local and regional authorities and with civic society organisations. These networks may serve for their further initiatives on a local level.

Participants: profiles, motivation and participation in the training course

The process of participant's selection was carried out according to the quality standards of Council of Europe. Gender, geographical and other balances were kept to the best possible way. The background idea was to target experienced youth workers and youth leaders who are already active in their work with young people but need more competences in field of social rights and human rights based approach.

The profile of participant was defined as follows:
- active youth leaders, members of youth organisations, networks or initiative groups, youth workers, policy makers
- from NGO's (for example, a youth organisation, a human rights organisation, an organisation working on specific social rights or with specific target groups etc.) or local authority or state institutions including high educational institutes

- they have experience in youth oriented projects, preferably (but not exclusively) tackling exclusion, discrimination, non-formal education or human rights education
- they are either professionals or volunteers
- participants have the motivation and capacity to develop projects for and with young people on access to social rights
- participants have an interest and potential to establish and work in partnership with local authorities, other institutions
- participants have a specific target group of young people they will be working with throughout the LTTC
- participants intend to remain active in their organisation/institution for the next year and multiply their learning in their organisation/institution and community
- participants are motivated to learn and to develop their professional and personal competences
- participants are able to work in Russian
- participants are able to participate during the residential seminars and in online stage of the course
- participants are supported by their organisation for the whole duration of the course. They must present a support letter from their organisation in the application phase; be allowed to participate in the residential seminars of the course and in other meetings for the whole duration of the course; be supported while implementing a local project for and with young people.

Diversity of participant's profiles brought variety of practices and experiences of working with young people. In the end the group was combined of 20 participants from the different regions of the Russian Federation (Krasnoyarsk region, Chelyabinsk, Nizhny Novgorod, Tula region, Kirov region, Saint-Petersburg, Moscow, Penza region, Republic of Karelia, Republic of Tatarstan, Samara region, Yaroslavl region) and 5 participants from the other countries-parties of the European Cultural Convention – Armenia, Azerbaijan, Kazakhstan, Belarus. The most present was Penza region also partly because it hosted the first seminar and some other activities of Council of Europe in 2017.

Out of 25 participants 9 participants were males and 16 – females.

Evaluating type of the organisations, we may state that:

- 14 participants were representing non-governmental organisations working on different levels (non-governmental organisation of international youth "DAN", Institute of Youth Policy of the Krasnoyarsk region of Novosibirsk regional state autonomous institution "Center of Youth Initiatives "Forum", "Cultural and sports rehabilitation center of the All-Russian Society for the people with poor vision", "German youth association", NGO "For Life", Public Association of professionals working with young people, Karelian regional public children`s organisation "Scouts of Karelia", Yaroslavl regional organisation of the All-Russian non-governmental organisation "Russian Union of Youth", Swiss Humanitarian Fund "Casa", non-profit partnership to promote social programmes "Social partnership programme", Kirov regional branch of the "All-Russian Society of Disabled People", Interregional youth social movement of support to

volunteers initiatives "Sphera", Tula regional organisation of the All-Russian youth non-governmental organisation "Russian Union of Youth", Autonomous non-profit organisation "Open alternative")

- 6 participants were representing high educational institutes (University of international business, Penza State University of Architecture and Construction", "Penza State University", Penza State Technological University")

- 1 participant was representing state institution (State Institution of the Republic of Karelia "Karelian Regional Centre of Youth")

- 1 participant was representing both NGO and state institution (municipal institution of additional education "Centre of creative development and humanitarian education "Perspective" and Chelyabinsk regional youth organisation "Institute for Social Innovation)

- 1 participant was representing local authorities (executive Committee of the Municipality of Naberezhnye Chelny) (and after the course she changed her job to NGO)

- 1 participant was representing college and a local youth newspaper ("Penza multiprofile college", Children and Youth newspaper of the Penza region "Delovoy")

- 1 participant was representing a non-governmental institution created by the university (private educational Institution of higher education and innovation of the Kazan University)

It is also important to mention that just two participants were deeply embedded in the work with vulnerable young people permanently lacking access to social rights. The target groups of their NGOs permanently experience social exclusion and discrimination on a base of disability and nowadays get a little bit more attention from society and the state ("All-Russian Society for the people with poor vision", "All-Russian Society of Disabled People") *(see. Human rights in Russian Federation and civil society charter)*

The big majority of participants were from the "generalist" youth organisations dealing with diversity of topics in their activities or even universities. It means that the access to social rights for them and their target groups was not actualized: they experience some unjust from time to time but do not connect it usually with the human rights violations or direct discrimination. This certainly impacted the projects the participants proposed and political and social impact they managed to obtain.

Participation and motivation of participants differed depending on the project stage, personal involvement in learning process (including online stage) and project implementation. Having a long-term character LTTC also required a long-term involvement of participants in all phases of the LTTC, which was challenging in some cases. Many participants were struggling with the long-term involvement and keeping motivation high between the residential seminars. Not all participants participated in all elements of the course (at the second seminar the group was composed of 18 participants) and not all participants participated to the same level in e-learning. During the entire course several participants dropped out due to questionable commitment to the course or other reasons. One participant did not obtain visa to come to the second seminar.

Recommendations for future:

- One of the key factors of success is selection of proper participants for this course. It should reflect the expectations of the institutions initiating the project.

  "Wide" "generalised" profile of participant should be questioned. The profile of participant needs to be revised if the key expectation of the institutions initiating the project is policy interventions. Then the priority should be given to participants who have a real capacity, vision and access to engage with local youth policy and strong potential to have influence on youth policies.

  If the institutional expectations are to strengthen local cooperation in field of social rights, then the existing partnerships of NGO's and local authorities should be invited.

- The involvement of local authorities should be shown in the application, through a support letter or in another way. Ideally candidate should represent a group which consists of NGO and local authorities willing to change the situation with access to social rights for a concrete group of young people. An application should be commonly made by candidate, local authorities, organisation. This will help to share ownership for the local project which is supposed to be implemented and avoid situations when a youth worker is the only one bears the responsibility.

- The selection process should include online interview with a potential candidate done at least by two team members. The traditional application form is not friendly for potential candidates and does not give a clear picture of a potential participant abilities.

- The potential candidate should have a project idea or a concrete group of young people he or she is already working with. It is also important to ensure that the candidate plays an active role in this project, being its coordinator or director.

- The previous experience of working on social rights would be a strong plus. Though this topic is not so popular yet within the youth work still the ability to reflect about own experience and own work through the human rights glasses is an important prerequisite for effective work further.

- Applicant should have a support from the organisation, but he or she should also demonstrate ability to work independently, without it.

Two residential seminars

The programme of two seminars was determined by their objectives, focuses the team decided to take, institutional framework, learning needs and expectations of participants. The first seminar did not have any specific objectives, trainers were using the general objectives for the whole course in order to plan the programme. For the second seminar specific objectives and desired outcomes were formulated.

Specific **objectives and expected results of the second residential seminar of the LTTC**

Aim: to develop the participants` competences in the area of access of young people to social rights and to increase the potential of participants in the implementation of their initiatives

Expected outcomes for the first residential seminar:

- Participants did evaluation of the level of their core competences for work with access of young people to social rights and developed the personal learning plans;

- Participants understand the topics such as human rights education, social right and non-formal education and are able to use them as approaches in their youth work;

- Participants realize their role, level of influence and possible contribution in promoting access of young people to rights at different levels;

- Participants increased their potential in the implementation of their initiatives.

To improve the quality of participants' activities in line with to the approaches of the Council of Europe Youth Department

Expected outcomes for the second residential seminar:

- Participants did evaluation of their projects implemented within the LTTC and understand their own growth points in the project management;

- Participants understand the value and advantages of the project management approach;

- Participants developed their skills in the project management;

- Participants know and use the projects quality criteria;

- Participants know how to evaluate the social impact of the projects;

- Participants are able to present and give visibility to their projects.

To strengthen the influence of youth organisations in promoting access of young people to social rights and their cooperation with the authorities at local, regional, national and European level

The **first seminar** created a space where participants obtained some basic understanding about social rights, access to social rights, documents guaranteeing it or promoting in one or another way (including Recommendation), youth policy and youth work that touch or may touch social rights issues. They became more familiar with the approaches used by Council of Europe in field of youth work such as non-formal education, youth participation, human rights education, intercultural learning in order to be able to adjust it to their working realities. They started to reflect about the access of young people to social rights in Russia and in particular in their local realities.

Following topics were addressed by the team through non-formal education:

- Understanding of social rights and access to social rights

- Situation with social rights in Russia for young people

- Documents guaranteeing social rights on local, national, international levels

- Youth work, youth policy and youth research and their influence on access to social rights for young people

- Non-formal education, human rights education, intercultural learning and youth participation as approaches in youth work dealing with access to social rights

- Project management (with the focus on youth socio-educational projects improving access to social rights)

- Youth workers professional competences needed to work on access to social rights

- Personal motivation to work with the topic of social rights

- Possible interventions

- Using Recommendation and other documents for lobbying and advocacy

- Planning further steps in relation to personal learning and project.

The second seminar was more focused on the evaluating the experience that participants collected while implementing their initiatives and enriching it with new competences (measuring social impact, deepening understanding of project management, widening social rights field). It also included self-reflection about competence development and personal attitudes and behaviours which can become obstacles in youth work on social rights.

Following topics were addressed:
- Analysis of local projects implemented by participants

- Analysis of the competences` development

- Council of Europe Youth Department approaches: human rights education – access to rights – non-formal education – youth work

- Actions for ensuring and improving young people's access to social rights

- Inclusive and values-based approach to youth policy, youth work and formal education

- Personal attitudes destroying youth work on access to social rights (biases, language etc.)

- Project management as an approach in the youth work

- Social impact of a project: how to plan and measure

- How to participate and influence at the local, regional, national and international level

- Promotion of the projects outcomes, visibility

- and cooperation with stakeholders

Sharing of experiences and practices, building dialogue, networking and partnership were transversal elements during both seminars. The programme also allowed time for participants to develop mutual initiatives.

Methodology

The programme of the residential seminars was based on the principles and practices of non-formal education with a specific focus on following methodological principles:

- learner-centred approach which takes into account the needs, interests and experiences of participants,

- active participation (the programme relied upon sharing experiences and expertise),

- flexibility (adaptation of the programme during the seminar happened according to the particular needs and feedback of the group and flow of the discussions),

- holistic approach (personal reflections were followed by interactive inputs from the guest speakers and experts and group sharing),

- group was approached as a source of learning.

It is also important to stress that course adopted a human rights-based approach to social exclusion, discrimination and violence. This includes the awareness of social rights as part of the practice of human rights education in youth work. Human rights education is also the basis for the conflict transformation approach that youth projects, as part of the Enter! project, seek to adopt.

Main results

Seminar 1. At the first seminar participants understood the basics of human rights concept, human rights-based approach in youth work, social rights, youth policy and youth work. They became more familiar with the approaches used on European level in field of youth work such as non-formal education, youth participation, human rights education, intercultural learning. Participants became more equipped with the instruments that can help to make change on a local and grass-root level. They identified key points of the personal motivation to work on the access to social rights. Participants started to use competence-based approach in order to assess personal learning.

Answering to the question "What did you learn?" participants stressed that they started to see the situation with youth policy and youth work in a different way, developed better understanding of the documents related to social rights.

Some participants underlined that by the end of the seminar they understood how to analyse the situation with the social rights in their region using new criteria and indicators. They also said that the methodology was new for them and learning how to work with young people through non-formal education was one of the most important learning outcomes.

Seminar 2. Twelve feed-back forms were filled after the second seminar (two thirds of a group) which is, probably, not very indicative. The second seminar was analysed positively as it "supported earlier acquired knowledge and understanding of the social rights" (quotation from a feed-back form) and strengthened participants competences in project management. Participants stressed that the seminar responded to their expectations (the average score is 8.17 out of maximum 10). They positively evaluated the contribution of the group to their learning, as for the personal involvement it was assessed in general as 7.33 out of maximum 10.

Assessing to which extent the objectives were met participants scored following:

To develop the participants` competences in the area of access of young people to social rights and to increase the potential of participants in the implementation of their initiatives	Average 8 (answers were ranged from 7 to 10) The most achievements were within the following expected outcomes:

	Participants realize their role, level of influence and possible contribution in promoting access of young people to rights at different levels; Participants increased their potential in the implementation of their initiatives.
To improve the quality of participants' activities in line with to the approaches of the Council of Europe Youth Department	Average 8.17 (answers were ranged from 6 to 10) The most achievements were within the following expected outcome: Participants know how to evaluate the social impact of the projects
To strengthen the influence of youth organisations in promoting access of young people to social rights and their cooperation with the authorities at local, regional, national and European level	Average 7 (answers were ranged from 6 to 9) The most achievements were within the following expected outcome: Participants understand specificities of work with different stakeholders;

During the second seminar participants focused on evaluating their projects and personal development. Participants became more aware about project management, in particular how to plan and measure social impact and how to raise the quality of interventions for social change. They evaluated own experience and got new criteria's for assessing own activities.

Participants mentioned in the feed-back forms that they identified further perspectives in their work, got new ideas, new partners and inspiration. They also mentioned several times that they re-evaluated the possibilities of cooperation with different stakeholders including local authorities.

It was evident that participants got more motivated to work on access to social rights and obtained better understanding of the concept and its place within the youth work.

Participants reflected on own biases, stereotypes and prejudices and their influence on the work they do with young people especially with the most marginal ones.

It is also important to note that participants became more familiar with competence-based approach and self-reflection as a tool for personal development. The evaluated and planned further personal learning paths.

Still some gaps were left, for example, how to involve local authorities and pursue social change on a systematic and legislative level, or how to work with socially excluded groups. Seems, that the objective "To strengthen the influence of youth organisations in promoting access of young people to social rights and their cooperation with the authorities at local, regional, national and European level" was slightly ambitious for a seminar.

Certainly, one of the areas in which participants lack most confidence still remains engagement with policy makers and policy-making, including local authorities and other stakeholders at the local level.

Summary. The residential seminars remain the key educational events within the LTTC. They land the base for the competence development, strengthen motivation of participants, assist in evaluating the experience and create a group cohesion. Everything covered during the seminars seems to have been relevant for the participants to some degree. But, this also reflects that majority of concepts and approaches are new for them and several of the objectives of the course are very broad. We may also confirm the common desire of trainers to pack as much as possible into such a training course, and the common difficulty to put priorities in terms of relevancy of content topics.

Recommendations for future:

➢ Majority of youth workers at least in Russia do not specifically deal with access to social rights. They might be concentrated on general or specific youth work but, for sure, they will need certain set of competences to start working with the topic of access to social rights. Among the requested attitudes should be the crucial aspect to challenge. In many situations youth workers should be able to deal with personal fears, biases, ethnocentrism. Youth work itself might be very discriminative and exclusive. Therefore, it is important to invest in quality education for youth workers dealing with projects on access to social rights and focus on attitudinal aspects.

➢ If the expectations of background institutions are connected with strengthening political influence and implementing the Recommendation through youth policies the objectives and the programme of the residential seminars should be focused more on working with authorities, lobbying, advocacy. Local reality peculiarities should be taken into account.

➢ It is crucial to give a proper space in a programme for the national and local developments. The programme should be linked to the real situation in regions, built on the local legislation and practice (eg. using the local policy documentation, relying upon local youth work practices, learning from experience of local NGO's, involving local officials). It will help in applying lessons learnt to the local reality.

E-learning: modules and main success and challenges

E-learning plan was developed taking into consideration the vision of the team and proposals expressed by participants in the evaluation form of the first residential seminar and during the oral evaluation (Appendix 3). E-learning was combined of:

- Preparatory module before the first residential seminar which included relevant links
- Materials of the first residential seminar (day by day)
- Module 1. Research on access to social rights for young people in the local realities
- Module 2. Non-formal education.
- Module 3. Intercultural education and active participation
- Module 4. Project management

- Materials of the second residential seminar (day by day)

Modules included introductory notes and feed-back forms. E-learning was built on 2-levels approach:

- First level: obligatory for all participants-

  Second level: advanced for those who would like to go deeper.

The definite positive sides of e-learning were addressing to the topics that were not covered deep enough due to time constraints during the residential seminars.

E-learning modules developed by the team and enriched due to participants' contribution became very good educational resources that can be used for further work on access to social rights in Russian Federation and in other countries.

- During the work on the first module participants have created 17 presentations on social rights. Now it is a common resource that any of them can use during an educational activity.

- Some of participants shared presentations on social rights on their accounts in social networks or accounts of their NGOs which in general gave more visibility to a project. For example, https://vk.com/mamakovadi, https://vk.com/ya.ksrk?w=wall-39208526_3762 and https://www.facebook.com/groups/896116310500847/1225304634248678/

- While working on the first module 16 participants made mapping study of the situation with social rights in their reality. It is now a collection of very useful data which is worth to be summarized and analysed as it can give a clearer vision of what actually happens on the local level. They also collected cases of social rights violations which can be used for developing activities of non-formal education on the topic.

- Within the second module participants collected links and other materials that describe the experience of non-formal education in their context. They also brainstormed online how non-formal education can be incorporated in their work. This is very useful for anyone willing to understand how non-formal education can be applied in youth work on access to social rights.

- 10 activities of non-formal education partly taken from "Compass" were adopted and adjusted to work on access to social rights topic (assignment of the second module).

- Participants made mapping studies on intercultural issues and issues connected with youth participation in their realities. This data is also worth analysing and generalising.

Though e-learning was a very useful part of LTTC still some challenges, both for the team and participants, were accompanying its implementation. Because of them we cannot say that e-learning component has not been exploited to its full potential.

1. The idea of having in each module several assignments for diverse levels of commitment and participation (compulsory and advanced) did not work properly. No one did the assignments of advanced level. Probably, the

team overestimated the level of participants commitment or overloaded modules with serious time-consuming assignments.

2. Another challenge was decreasing participation in e-learning, probably, due to time constraints.

   11 feed-back forms were submitted after the first module (17 people took part, but some of participants did not do second activity). 8 feed-back forms were submitted after the second module (15 people took part). 3 feed-back forms were submitted after the third module (8 people took part). 4 people took part in the last module (only 3 of them made all assignments).

3. Poor skills and difficulties of working with the platform of Council of Europe. Participants complain that the platform throws them out after a couple of minutes and does not save any input made. In many cases participants could not upload a document on a platform. Informal communication in Facebook group was friendlier and more regular though it almost did not touch professional topics.

4. Time issue for the modules. The last module on project management, probably, was too late as many participants had already implemented their initiatives by that time. The last module coincided with the summer vacations which also explains the low level of participation.

Recommendations for future

➤ E-learning is an effective tool that should stay in LTTCs. However, the team should be prepared to deal with challenges that may occur.

➤ For the team it is important to see e-learning as a useful tool and not to treat it as an additional burden between the "real" work. It comes with the attitude of the team. The team should also have competences enough to suggest good quality e-learning. If a team lacks certain competences the e-learning can be partially outsourced through involving local experts, practitioners, participants of the course or alumni of previous courses, other trainers.

➤ E-learning modules could tackle some specific social rights (health, education etc.) or specific social groups and participants could deepen their competences in the right or group related to their local project.

➤ It is crucial to have a regular e-learning, when trainers are fully involved, respond to participants, give feed-back and in general keep the platform alive. It is also important that participants fully share and understand their responsibilities in e-learning.

➤ E-learning can start much prior to the first seminar, some general introductory E-learning sessions could be proposed to ensure that before the first residential seminar participants are more or less familiar with the key concepts.

➤ The first content module should start immediately after the residential seminar in order not to lose participants inspiration and group cohesion created by the residential seminar.

Projects and follow-up initiatives of participants

Participants initiatives implemented on local and grass-root level are key elements of long-term training courses.

Participants' level of competence in relation to projects was very diverse. At the same time, and without exception, the concept of access to social rights was new for all participants. Non-formal education, both from the point of instruments (activities) and philosophy, was new for some participants. The team, therefore, faced the challenge of having to simultaneously develop the basic skills of participants for project development and develop the participants' understanding of the basic conceptual framework for the course which is complicated in it its own (access to social rights plus NFE plus different approaches to youth policy and youth work).

The team felt it necessary to focus, in the first place, on developing socio-educational projects that promote access to social rights. Policy dimension was seen as important but a complimentary one. This choice was done also within the logic of "small steps".

Within the course participants implemented several initiatives. Many participants started to implement their projects close to the end of the LTTC so the projects are still being implemented and their outcomes are not clear yet. Detailed analyses of the project that participants implemented or planning to implement can help to identify the most relevant and/or more realistic points of the Recommendation to be addressed therefore the impact study can be recommended to organise.

- Several key notes can be made.

- Many participants did not specially initiate a separate project within their involvement in LTTC but integrated new perspectives or approaches into the work that was already planned and\or daily routine. Very often it relates to non-formal education approach, human rights-based approach, in a couple of cases – to competence-based approach in education. This also reflects the realistic possibilities of participants: for many of them applying for funding was something they had not done before and with lack of support from the organisation it was hard to do now as well. That explains why majority of initiatives that were implemented were done on a low budget or without any budget. This is also an indicator of a scope of such initiatives a – they had short-term character and may be considered rather as activity than a project.

- Though the team have developed quality criteria for the project (see appendix 5) they remain abstract and very had to follow for some of participants. This also became a source of frustration and feeling of guilt for some people whose projects do not fully respond to all criteria.

Participants have encountered various challenges while developing and implementing projects such as

-   lack of supportive environment in general (the mentors could cover it to certain degree but not much)

-   lack of experience and expertise in developing and implementing projects (in particular lack of strategical vision and understanding of social impact, looking at the project proposal as fundraising instrument but losing the goal of the social change)

- lack of understanding or competences in working on access to social rights
- lack of institutional/ financial support
- lack of organisation/structure to work with a group of young people
- lack of recognition
- lack of understanding and knowledge of non-formal education.

These major challenges have sometimes contributed to weak, unfinished projects or to high levels of frustration in motivated participants.

- Many participants had difficulty in reflecting about their project through the human rights and especially access to social rights perspective. Two extremes could be noted: either they could not identify the social right perspective at all or, on the opposite, whatever was happening was linked, sometimes very artificially, to Recommendation and improving access to social rights.

- The "simplest" entrance to the topic of social rights that participants used was through the choosing the vulnerable group to work with. The young people with disabilities is the most commonly chosen ones. This reflects the composition of the group and in the same time political domains in the country. Within the last several years official state youth policy and societal attitude are getting reshaped towards people with psychical disabilities. That is why initiatives in this direction are more likely to get support and understanding at the local level. However, despite the positive sides of this tendency there are also some aspects that worth to be paid attention to. For example, people with mental disabilities are out of this attention, the violation of their human and in particular social rights is not of media or policy attention. Stigmatised social groups, for example, drug users or LGBT community is not of policy attention and often suffer from severe discrimination.

- When it comes to youth with disability the most usual social right addressed is right to labour. It also reflects one of the key exclusion factors in modern Russian society.

- A number of projects target youth workers and just one directly target officials responsible for youth work. When participant describe their target group quite often they talk about "general" youth with very wide age frames

- Majority of projects did not foresee long-term perspective of influence to policy making, if it was happening it was rather perceived as an added value. In majority cases the primarily focus of the project was on competences development of young people or youth workers or raising awareness.

- One of the weak points of many projects was low involvement of beneficiaries of the project or, rather say, limited involvement - just in a capacity of beneficiary or customer or client or consumer. It is important to involve target group from the very beginning of the project and see them as potential partner in order to share ownership for the project.

- In many cases the ownership of the project was carried just by the youth worker which weakened the initiative. Ownership of the project should not be carried by the youth worker only, who has to convince and motivate organisation, local partners.

Below one can find brief descriptions of the projects. They are taken from the self-reporting forms which were collected during the second seminar/

Title of a project	Description	Budget	Target groups
For young people in general			
Home	The project aims to break the intercultural barriers. It consists of online learning and educational summer camp.	Less than 5000	Youth Youth workers
Little lawyer	The project aims to raise awareness about social rights through non-formal education.	O budget	Children and teenagers (age 12-15) b. their parents
Educational seminars on social rights	Role games on social rights	Less than 5000	Youth Youth workers
Youth pool	Supporting a group of active young people in fulfilling their initiatives	Less than 5000	Youth
Access of young people to information through Internet	The project aims to share information about state youth policy opportunities	Less than 5000	Youth
Psychological hotline	Training of volonteers working at the hotline at the University	Less than 5000	Students
Access of youth to the services provided by local municipality	Preparatory stage – educational programme on social rights for 10 people aged 16 - 30. 1 stage: - poll (Which municipal services do young people know about? What did you use?) - the analysis of availability of information about municipal services in the Internet. 2 stage: Experiment research "Secret Customer" in municipal instutitons. The "secret client" is an average young man whobehaves the regular way, keeps a dialogue with specialists of institutions, trying to use the services. 3 stage: - presentation of results of the	Less than 5000	Municipal authorities Young people

	project; - the analysis of how municipal programmes in the sphere of culture, sport and youth policy function.		
Prokachka	Training social volonteers at the premises of University	Less than 5000	Young people
For young people with disabilities			
Development of sport for youth with disability at Penza State University	The project aims to create facilities for youth with disability to go in for sport	Less than 5000	Youth with disability
Intro to inclusion	The main idea of the project is to create the inclusive environment at the youth center through raising competences of youth workers and youth leaders, suggesting youth with disabilities the opportunity for employment at the youth centre, organising youth camp with the participants from different excluded groups		Youth with disability Youth workers
Be needed	Summer labour camp on mixed ability approach : where youth with disability and without take part	20000-40000	Young people 14-18 with disabilities and without
Our future is in education	The project foresees leadership training during the Forum for young people with visual impairment	20000-40000	Young people with visual impairments
Young people within the institutions			
We are together	Trainings for youth from the foster home on personal development and human rights	Less than 5000	Teenagers from a foster center of 14-18
Religious young people			
Interregional meeting of Orthodox youth	Organising an interregional meeting for Orthodox youth which brings together young people from different countries, especially those who feel minority in their own country	Less than 5000	Religious young people
Young people in rural areas			
Studio of youth initiatives and non-formal education for rural youth	Opening of a studio for training rural youth, implementing projects aimed to improve the life of young people in rural areas	Less than 5000	Young people in rural areas, Komi republic
Foreign students			

Acces of foreign students to labour rights in the Russian Federation	The project foresees providing foreign students studying at the Penza state University with consultancy on the employment opportunities. It also included the research on the situation.	Less than 5000	Foreign students
Youth workers			
Education through self-development	Competence development for youth workers	Less than 5000	Youth workers

Recommendations for future

> ➢ The focus of LTTC was on socio-educational projects which was the choice of the team therefore the projects initiated by participants were mainly in a form of an educational activity. In majority of cases a participant was simultaneously an organiser and a trainer. On one hand he or she suggested and took an ownership for the activity related to social right, on other – developed its content. This may raise several critical questions.

> ➢ How does training on social right improve access to social right? It is obvious that the effect does not happen immediately which definitely provoke some frustration for all parties involved.

> ➢ How to ensure the quality of educational interventions (non-formal education) taking into account that participants of ENTER are not trained as trainers on non-formal education? Simplifying the use of non-formal education may lead to low quality, lack of outcomes and discretization of NFE in general.

> ➢ Which kind of projects do the ENTER organisers expect from participants? Answering this question organisers will also see more clearly the expected profile of a participant. Improving access to social rights can be done through a coherent strategy, however it is not realistic to expect that any participant can implement the whole strategy. For example, training volonteers of hotline at the local university (one of the participants projects) may lead to improving access of the students to quality health services, but to ensure that it will a background organisation should run series of such trainings, support it with the supervision sessions, PR etc. It means that the team should think about how to measure that access to social rights improved or got worse.

> ➢ Many advanced projects started with the need analyses or included some mapping studies. This requires certain competences, for example, knowledge and skills of how to construct a programme for sociological research, identify the target group for research etc. which participants lack very often. In the same time many projects started without clear data about the situation which might be an indicator that participants underestimate its importance or/and have no capacity to do it. The need for specific competences in this field should not be underestimated. It will be also useful to develop the algorithm of such research than can be adopted to different social rights, geographical, social and political contexts.

> ➢ One of the best ways to approach the topic of social rights in a youth work can be through narrowing the project to 1) specific right; 2) focused target group 3) very concrete obstacles (not more than 5) that the target group

face in enjoying that specific right. This can be taken into account while reworking the quality criterias for future teams.

Evaluation and possible further implementation by other countries

The course evaluation was carried out through constant monitoring and evaluation of participants' learning by mentors and organisers. Two residential seminars had post course evaluation through questionnaires, all e-learning units also included feed-back forms. While preparing this report author contacted several participants who contributed with their answers to the overall evaluation of the course. An online questionnaire was laid down two months after the end of the project. However, for the next editions of ENTER **detailed long-term evaluation is recommended**, probably, done by external expert.

The course was an educational measure aimed to develop the capacity and competences of the youth workers and representatives of state institutions, understood as 'intermediaries', in improving the access of young people to social rights through the social-educational projects. Further implementation of the similar courses by other countries will contribute to the implementation of the Council of Ministers' Recommendation on Access to Social Rights of Young People in Disadvantaged Neighborhoods (CM/Rec(2015)3). It will be more effective if the links with SALTO, OSF, Youth social rights network and national institutions working on social rights are strengthened.

It is important to have a clearer picture of the situation with access to social rights for young people in a given country. This will be useful in identifying potential partnerships and expertise, contribute to creation of a data-driven youth policy in general. It will also be useful for a team of trainers to develop the programme of the course and for stakeholders to come up with realistic expectations from the course understanding the potential and limitations of youth policy and youth work to deal with access to social rights. In general, it will make the proposals from the Youth department closer to the realities of participants and will simplify the process of applying the theory in practice.

Therefore, **the mapping research** on access to social rights of youth and/or existing projects, initiatives and programmemes related to social rights in general, or to specific social rights can be organised prior to the course. This will be an important step in implementing the Recommendations on the national level.

Working with 'intermediaries' corresponds to the classical multiplication principle of the DYS but also acknowledges that there are certain limitations for educational interventions made by European institutions. The local and national authorities should act otherwise the outcomes of such external interventions are quite limited. This situation highlights the necessity of **rethinking what might be a suitable aim and therefore, expectations, for such a course and accept limitations of youth policy and youth work to deal with access to social rights.**

It is important to **reveal a variety of expectations** towards the LTTC from the key stakeholders before the course. If the expectations go beyond competence development and include political factor (ex. development of local youth policies preventing and eradicating the poverty, discrimination, violence and exclusion faced by young people) **the profile of the participant should be revised as well as objectives of the course.**

It is crucial to support the grass-root level youth work and local youth policy on access to social rights through a **comprehensive system** as Youth department

is doing with HRE (through National training courses, translations of materials, developing educational tools, activities of non-formal education and publications etc.). The work should be organised with youth policy makers, young people and youth workers active on the grassroots level simultaneously but targeted.

The best effect can be reached when the course is organised not only for a country (Russian Federation) but also for a particular region, **geographical focus** is important to ensure the deeper involvement of local stakeholders and networking. It can be also recommended to be more **focused on a concrete right** (ex. labour, health etc.) rather than trying to cover the whole mosaic of social rights.

It may also be recommended to have a **separate Training for trainers working on social rights education** as in the case of ENTER Russia majority of projects suggested by participants were, in one or another way, related to education and in particular to non-formal education. It is also crucial to take into account the experience of youth work and non-formal education collected on the local and national level and avoid one-way "missionary" perspective to the topic. The materials and approaches of Council of Europe should be presented together with the outcomes of other developments.

Further LTTCs in Russia

In relation to work on social rights in Russia I would recommend 1) t**o organise a meeting with key stakeholders, policy makers, young people and youth workers active on the grassroot level** in order to brainstorm what can be done by the Youth department of Council of Europe on access to social rights in the Russian Federation.

Detailed analyses of the projects that participants implemented or plan to implement can help to identify the most relevant and/or more realistic points of the Recommendation to be addressed therefore 2) **the impact study** can be recommended to organise. An impact study on the value of project interventions for the promotion of access to social rights for young people will measure successes and advancements enhanced through this course.

3) Within the e-learning participants of the course have collected a lot of useful data on access to social rights for young people in the Russian Federation. **It is worth to summarize, rework, generalise this material and produce a document** describing the situation with the social rights in a country. This might be helpful for further courses.

4) The **compilation of session outlines and other materials** of the LTTC Enter Russia course can be one of the possible resources for further work. 5) **Translating key definitions** from Glossary published in the Council of Ministers' Recommendation on Access to Social Rights of Young People in Disadvantaged Neighbourhoods (CM/Rec(2015)3) can be very supportive for youth workers dealing with access to social rights. 6) **The guide** about what youth organisations, youth leaders can do to support implementation of Recommendation CM/Rec(2015)3 should be developed at least in electronic form.

Partnership

Joining efforts of civil society and state institutions for the benefit of young people whose access to social rights is under the risk is a precondition for

successful intervention. To ensure strong local impact the involvement and support of local authorities is very important and should be indicated from the very beginning when participants apply for the course. In many cases participants were complaining that they experience difficulties not in communicating their ideas but in being heard and supported. They also noted that in those cases where the partnership had been established before the course it was more effective and sustainable.

The support from the organisation is also crucial. In some cases, the support from the organisation was during the first steps only when participant was applying for the course but during the project implementation phase the organisation was taking back or not providing guidance and mentoring to a youth worker especially when a strong input was required (for example, drafting a project proposal and submitting for funding or looking for sub-granting or lobbying the local legislation).

In other cases, organisations were not ready for the new perspectives in their work, including human rights approach. This applies not only to social rights topic but also to promotion of European values and approaches of Council of Europe in general.

As participants were explaining they were coming after the first seminar full of new ideas which were not often supported even within the organisation. Of course, this did not happen in all cases. The number of backgrounds organisations which supported participant during the whole duration of the course was quite big. It happened in those situations where background organisation was deeper involved in a project or relations with the Council of Europe or National Youth Council (for example, Penza university who was a copartner at the first seminar and some other activities of CoE) or where a participant could manage to smoothly integrate the new dimension of social rights into already existing curricula the support was more regular.

The letter of support from the organisation does not prove enough that organisation understands which support will include and how much time and energy it will require. A personal contact with the chair of the organisation and personal talk with the explanation of expectations as well as written agreement between candidate, organisation and National Youth Council can be useful to include into the application process.

Youth participation.

The place of young people in youth work on access to social rights should be revised. When it comes to the lack of access to social rights young people are often seen as victims or/and consumers of different youth work proposals which decrease significantly their involvement in decision making.

Using the Council of Ministers' Recommendation on Access to Social Rights of Young People in Disadvantaged Neighbourhoods (CM/Rec(2015)3)

Within the course participants almost did not use Recommendation as advocacy or lobbying tool though they used it for collecting ideas and exploring their possible interventions. It can be explained by several reasons. Firstly, by certain suspicion that Russian authorities treat "external" documents. Secondly, the document itself is not yew "owned" by the local authorities: they do not know

about it, it is not binding, it is not incorporated in Russian legislation and in many cases local authorities do not see its relevance for their reality. So the youth worker either have to take "missionary" role which does not guarantee that it will be appreciated or use a different' more local language and context.

Support measures. Mentoring. Field visits

Mentoring should be maintained as an important support measure between residential seminars. It gives participants the security and the confidence to be supported in case of need. Mentors can be strong resources, they help to connect the theory with the practice, European approaches with the local reality. They also may help with the personal development, give feed-back, encourage and support the motivation of participants. Based on tailor approach the mentors can better understand the reality of a participant and his or her learning needs as well as opportunities and challenges he or she may have while implementing the project.

During the evaluation of the course some participants stressed that they benefited a lot from mentorship, however answers what they benefited were very different and quite often not concrete. It is also important to note that majority of participants did not have proactive position towards mentor, for example, they were not initiating contacts themselves and would just respond to mentor's initiative to talk by skype. Others were consulting mentors more on a personal development path which has its positive sides but should not be limited just to it.

Field visits can help in involving local authorities and grasping the real situation. But within this course these visits were not taken advantage of to the extent that might have been expected – no one from participants requested a project visit.

In general, the mentoring process within LTTC on social rights is a field that can be improved. First, the primarily aims of the mentoring should be clearly identified by the team, either it is helping participant to implement the project or facilitating individual learning or serving a liaison between a participant and institutions or "calm" control over the participation in a course or anything else. Of course, the aims can be interlinked and connected but identifying the goal, the main aim, will help to avoid too wide frames for mentoring.

In the best case this ambiguity of mentor's role result in situation that each mentor or pair "mentor-mentee" intuitively develop own understanding of what mentorship is and what is not. Some mentors remind their participants about deadlines on e-learning, some invite their mentees on occasional base to other than LTTC activities, some focus more on personal development not necessarily linked with the social rights and youth work. In several cases mentoring is merged with coaching and other similar activities. Framing the mentorship for LTTC on access to social rights can be helpful both for the trainers and participants because it will decrease the uncertainty, confusion from both sides.

Participants projects

The local projects are one of the key elements of the LTTC. They were seen both to change the local reality on a grass-root level and as an opportunity for participant to learn by doing. Analysing the projects realized by the participants of the course one may conclude that many participants:

- did not initiate completely new projects but managed to integrate new dimensions (not necessarily linked to social rights) in the work which was

already planned (for example, instead of doing classical lecturing during an educational activity used exercises from "Compass")

- did not initiate completely new projects so far but will change the approach for drafting the project proposals in future (mostly will plan more attentively social impact);

- revised the work they do through a different perspective (not necessarily linked with social rights) (for example, after the second seminar many participants realized that they never reflected about the social impact that their projects carry);

- changed their perception of possible partnerships and relations with the authorities;

- changed their vision of possible target groups (for example, started to work or plan to start working with groups suffering the most from the lack to social rights)

On a general level the LTTC should foresee some other than project possibilities for participants to implement the newly acquired competences and not only concentrate on projects as sometimes it becomes very artificial. Or, if the implementation of the project is a central idea the profile of participants should be revised.

Daily programmeme of the Second residential seminar

Friday, 27 October

17:00	Arrival of participants
19:00-20:00	*Dinner*
20:00-21:00	*Welcome evening*

Saturday, 28 October
Evaluation of the practice phase and assessment of competences

	Introduction to the day`s programmeme
09:30-11:00	**Official opening** of the training course with: **Olga Popova,** *Deputy Chairwoman of the National Youth Council of Russia* **Marina Filaretova,** *Programmeme Officer at the Council of Europe Youth Department,* **Second residential seminar within the LTTC:** specific objectives and expected results, learning outcomes and expectations from participants
11:00-11:30	*Coffee-break*
11:30-13:00	Group re-uniting: cooperation and communication
13:00-14:30	*Lunch*
14:30-16:00	**What changes have taken place**: in my understanding of the topic, with me personally, in my organisation within the different stages of the LTCC
16:00-16:30	*Coffee-break*
16:30-18:00	**Analysis of the dynamic of competences` development**
18:00-19:00	Reflection groups
1i9:00-20:00	*Dinner*
20:00-21:30	Personal work on creating a map of individual achievements

Sunday, 29 October
Evaluation of the practice phase and assessment of competences

09:30-11:00	**Analysis of project activities:** presenting the projects
11:00-11:30	*Coffee-break*
11:30-13:00	**Analysis of project activities:** accordance to the quality criteria
13:30-14:30	*Lunch*
14:30-16:00	**Analysis of project activities:** social impact and which changes were done
16:00-16:30	*Coffee-break*
16:30-18:00	**Description of the project activities in the form of case-study through the prism of the Enter! Recommendation** (work with the

	Enter website)
18:00-19:00	Reflection groups
19:00-20:00	*Dinner*
21:00-22:00	*Evening on celebrating achievements*

Monday, 30 October
Refreshing the topic and updates

09:30-11:30	**Council of Europe Youth Department approaches:** human rights education – access to rights – non-formal education – youth work, *with* ***Rui Gomes***, *Head of Education and Training Division of the Council of Europe Youth Department*
11:30-12:00	*Coffee-break*
12:00-13:00	**Work and actions for ensuring young people's access to social rights**
13:00-14:30	*Lunch*
14:30-16:00	**Mechanisms of working with the topic at different levels** (lobbying, advocacy, etc.)
16:00-16:30	*Coffee-break*
16:30-18:00	**The role and value of these topics in my life and in my work**
18:00-19:00	Reflection groups
19:00-20:00	*Dinner*
	Free evening

Tuesday, 31 October
Partnership and cooperation

09:30-10:30	**Guided visit at the Palais d`Europe**
11:00-12:30	**Round-table on inclusive and values-based approach into youth policy, youth work and formal education,** with: **Stefan Manevski**, Educational Advisor at the Youth Department, Council of Europe **Jean-Philippe Restoueix,** *Administrator at the Education Department, Council of Europe*
13:30-14:30	*Lunch at the Palais*
	Free time

Wednesday, 1 November
Project management and social impact

09:30-13:00	**Internal obstacles in creating and managing qualitative projects**
13:00-14:30	*Lunch*
14:30-16:00	**Project management as an approach in the youth work**

16:00-16:30	*Coffee-break*
16:30-18:00	**Project management as an approach in the youth work**
19:00-20:00	*Dinner*
20:30-22:00	**Planning social impacts**

Thursday, 2 November
Participation of youth organisations at various levels

09:00-10:30	**How to participate and influence at the local level** *with* **Mourad Chalal**, *Head of Association of Socio-Cultural Centres of Aulnay-sous-Bois (France)*
10:30-11:00	*Coffee-break*
11:00–12:30	**How to participate and influence at the regional and national level (through the implementation of the Enter Recommendation)** *with* **Mehdi Mribah**, *Project manager at the Youth NGOs «4motion» (Luxembourg)*
12:30-13:30	*Lunch*
13:30-14:45	**Networking and planning of joint support initiatives**
14:45-15:30	**How to participate and influence at the international level** *with* **Jonathan de Lijste**, representative of the «Youth Social Rights Network» *(Netherlands)*
15:30-15:45	Reflection momets
19:00-20:00	*Dinner*
	Free evening

Friday, 3 November
Further follow-ups

09:30-11:00	**Promotion of the projects results and cooperation with stakeholders**
11:00-11:30	*Coffee-break*
11:30-13:00	**Self-assessment of the developed competences** **Learning development plan**
13:00-14:30	*Lunch*
14:30-15:30	**Sharing opinions on the LTTC and presenting of the follow-up initiatives at the meeting** *with*: **Antje Rothemund**, Head of the Council of Europe Youth Department **Ivan Soltanovsky,** *Permanent Representative of the Russian Federation to the Council of Europe*
15:30–17:00	**Evaluation and closing of the training-course**
19:00-20:00	*Dinner*
20:00	*Farewell evening*

Saturday, 4 November

Departure of participants

The "Project visit" is a support feature of LTTC "Enter" which can be considered as a part of the mentoring but not only.

Majority of Long term training courses at the Youth department of Council of Europe foresee that their participants develop and implement grass-root level projects which on one hand can become a good learning and networking opportunity and on the other hand - strengthen the local impact and influence the local community. It is also a tool for long-term multiplier effect.

Two previous international LTTC "Enter!" for youth workers that have been organised in 2009-2012 and 2013-2014 had this feature within the mentoring but did not develop any special concepts for that. Meanwhile the final reports and Evaluative report[9] mention that majority of participants were in need of additional support connected with the project implementation which they asked for. The tasks of the trainer-mentor who was visiting the project were very different, depending on the expectations, needs of participants, type of the project and other factors.

The place of the "Project visit" support measure within the "ENTER Russia"

It is expected that participants of the LTTC "Enter Russia" are not passive learners. During the course, in between the residential seminars, they will develop and implement projects with young people, based on active participation and human rights education and addressing specific challenges related to access of young people to social rights.

These projects constitute the practical basis for learning about how to promote and safeguard social rights of young people and how to better influence policy on local level. In general they should aim for improvement in the access of young people to social rights. The separate list of concrete quality criteria will be defined by the team of trainers.

The aim of the "Project visit" feature is to raise the capacity of the project carrier and organisation in general in field of the youth work or/and youth policy promoting access to social rights.

Objectives of the "Project visit" feature are:

- To help participants to improve the competences related to systematic planning, implementation (including management and fundraising), and evaluation of the project as tool for direct impact on the local reality and the young people in their access to social rights
- To ensure the quality of the project in general including it is basement on a proper needs analysis of the local community and organisation
- To contribute to the systematic changes in relation to the access of young people to social rights in local level
- To support the participant internally in their organisation.

"Project visit" support feature

- is not obligatory for everyone **(**to avoid a sense of controlling that may jeopardise the trust of participants in the team)
- should be requested by participant (though the team should also be proactive as it is noted from the previous ENTER's that these visits were not taken advantage of to the extent that might have been expected . One reason might have been a sense among some participants of not wanting to appear as 'needing' additional support)

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[9] For example, Long Term Training Course – Enter! - Evaluation Final Report

https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168069cfc9

- the trainer should not replace the team member or participant
- the participant is responsible for arranging logistical issues related to the trainers visit (hosting, meals, travel etc.) unless there are other options for that

Possible activities of the trainer visiting the project may include (but not limited to):

- Assistance to participant in project preparation, implementation and evaluation
- Coaching participant in the use of the funding mechanisms available
- Supporting the participant internally in their organisation, especially in the cases in which managers were not convinced of the goodness of the LTTC for the participants.
- Assistance in liaising with the local authorities and gaining political engagement
- Advising, mentoring and coaching in relation to programme design (when it comes to NFO)
- Meeting with relevant local authorities to provide additional legitimacy to the participant's efforts
- Presenting CoE or National Youth council of Russia, ENTER project etc.
- Assisting in ensuring visibility of the project
- Assisting in ensuring the sustainability of the project
- Encouraging intersectoral cooperation
- Discussing with participant in some depth the specific achievements and challenges of the projects
- Helping participant to reflect about learning experiences
- Assisting participant in proper documenting of the project, etc.

E-learning plan

E-learning is built on 2-levels approach:

- First level: necessary for all participants, consists from exploration of information and 2-3 light task
- Second level: advanced information for those who would like to go deeper, consists from 2-3 additional tasks

Each module will be prepared by 2 trainers, and the rest will comment and give recommendations. Also participants will be invited to share materials and tools they have in a special folder inside the module.

At the end of each module there will be query to evaluate learning of participants. Here different tools for self-assessment can be presented in order to full fill Learning Diaries of participants.

Description of modules

Module 1 (February-March 2017)

Exploration of situation with access of young people to social rights in the region

The module aims to make participants able to analyze different aspects of access to social rights of different groups of young people in their region and to see how national and European tools are implementing or can be implemented (probably, for the advanced level) on national level.

Module included exploration of documents related with the theme and practices around. It also includes templates for exploration – how to work with documents, where to pay special attention etc.

It also should include the theme: "Youth today: trends, needs, situation" on the regional level with tools for researches which participants will use before planning the project

Module 2 (April, 2017)

Non-formal education

Here participants will be invited to explore more non-formal education in order to provide young people to access to social rights, including exploration the power of learning, informing, campaigning, developing competences necessary to stand on your rights etc.

Here also finding the projects (good practices) showing how NFE can influence access of young people to social rights.

Also quality criteria of non-formal educational projects should be reminded.

Module 3 (May-June, 2017)

CoE approaches to youth work

Approaches: HRE, ICL and Active participation will be explored in the frames of this module. Participants will be invited to analyze how those approaches can be used in their work. Actually this module will continue the previous one, training ability of participants to see NFE as a tool for implementation of HRE, ICL and AP.

Module 4 (June -August, 2017)

Project management

3.1 planning

Here, despite exploration of every stage of the project (starting from preparation and finishing with evaluation, but not stressing too much on the final analysis, as it will be the last module of on-line learning) participants will be invited to work off the project description which will be implemented later on.

3.2. fundraising

Here the themes of fundraising will be lighted (how to find finances, people, information, environment etc.), with the tasks related with creation of concrete schemes how fundraising will be organised in the frames of participant's projects

The information about available resources (EYF, Rosmolodezh etc.) will be presented here as well (probably, we can suggest participants to fill in the application to support their project as a practical phase etc.)

3.3.: PR

The module aims to equip participants with techniques useful to spreading information about their activities in local communities, attracting different stakeholders and positioning of their projects in the society.

The questions how to promote human rights online and work in Internet and how to use multimedia tools to work on access to social rights will be tackled there as well.

Here different tools for PR can be presented, and participants will be asked to write down PR plan for their projects

3.4.: team work

At this time, hopefully, participants will start implementation of their project, so this module will be implemented right by practice.

Module consists from exploration of team work principles and approaches, which can help to create the network of people developing access of young people to social rights in and outside of the organisation. It also includes development of inter-sectorial cooperation.

In practice, participants will be asked to explain what is the network of people they work with and how they support the project team.

Module 4 (September, 2017)

Analysis of the project's achievements

Here the tools for final analysis and follow-up planning will be explored and approbated in order to evaluate realized projects of participants.

Appendix 4. Mentoring

Mentoring support

The main aims of mentoring are:

1. To mentor participants in developing their competences during the course
2. To ensure successful project implementation by participants
3. To help participants to keep focus on access to social rights on their learning paths

Principles of mentorhship groups division:

- Mentorship groups will be created during the first residential seminar following geographical principle (as much as possible). Thanks to that principle the mentor will be able to combine project visits and make travel expenses less.

- Mentors can take their experience into consideration choosing the group, e.g. the mentor working more with youth with disabilities can take the group working in this field

- Groups will start their work at first time of reflection groups during the residential seminar, in order to create safe atmosphere and to start the process of peer support in the group

Mentorship activities

During first residential seminar:

1. Getting to know each other activity – will take place during the residential seminar, first reflection group, where the mentor will clarify motivation, experience and expectations of each participant and ensure contact between mentor and mentees, and between mentees inside the group
2. Rules of group work will be discussed during this seminar, including code of conduct
3. Analysis of actual level of competence's development – each mentor with support her mentees in the process of individual work with Youth Worker Portfolio at the last day of the training-seminar
4. Future planning – each mentor will provide consultancy to her mentees during planning of their work with organisation, projects implementation and competences development, in coaching format.

During e-learning phase:

1. Mentor will ensure each mentee has an individual learning plan, which is relevant to actual level of competences development and learning needs
2. Mentor will monitor that each mentee has received the invitation for each module of e-learning and planned time to learn it. Mentor can decide to send additional letters to mentees in order to remind them about module and it's tasks
3. Once a month mentor will organise on-line meeting with each mentee in order to check where they are in e-learning, which obstacles they meet and what are the achievements. As the result of the meeting the mentor fill in Google journal reporting form. If the form is not filled in, anyway all the report should be done till 15th of the month next to the month of meetings
4. The mentee fulfilled the tasks of the module, and then s/he receives feedback from the mentor during the week after the module is closed
5. If mentor sees e-learning modules are not enough to reach planned level of competence's development, she can recommend additional measures to mentees (literature, courses, practices etc.)

6. Each mentee can apply to mentor's individual support if s/he has obstacles in implementing of particular tasks (e.g. need to make an interview and not sure how to do it on qualitative level)

7. Mentors recommend concrete content of e-learning modules, following needs and expectations of participants, sending it to those who are responsible for each module

8. Mentors report to the team where the mentorship group is, 7-10 days before closing of each module and say if additional time is needed etc.

During projects implementation phase:

1. Mentor ensures each mentee has clear and realistic plan of project implementation, which focuses on providing young people with access to social rights (including step-by-step plan of actions)

2. Together with each mentee the mentor identify which support will be needed, e.g. consultancy, informational support etc. to make the project successful

3. Mentees do their best to invite the mentor to visit their organisations as soon as possible after first residential seminar. In ideal vision mentor should participate in the meeting with the organisation and key stakeholders (like local government, youth groups etc.)

4. Mentor informs the team about achievements of each mentee in the form of reporting (will be worked out during the preparation phase of first residential seminar) to ensure expected moving in the project and to provide other participants and organisers with news and inspirational cases

5. Mentor motivates mentees to cooperate with each other during their projects implementation and also see what are the additional opportunities to attract community by the project (like recommending to include the project into national and international campaigns etc.)

During second residential seminar:

1. Mentor ensures mentees can properly evaluate learning achievements and plan continuation of learning in LLF (life-long learning) concept

2. Mentor ensures mentees learned from the projects they realized during the project phase and can share their experience with other participants of the course and wider auditorium. Mentee should fill in final project report with mentor's support and to describe a project case how to work in order to provide access of young people to social rights

3. Mentor is organising a closure session with mentees where learning and cooperation processes will be finished up.

Support of mentors

- Each mentor can choose individual working methods in order to achieve mentorship aims, but those methods should be transparent for all other mentors and organisational team. When the templates for mentorship processes are suggested by the team, those templates should be used by all mentors, in order to manage process of uniting experiences of all participants

- If the mentor meets obstacles which she can not overcome alone, she can apply to support of other mentors and other team members

- Mentors can initiate common activities for their group of mentees or to organise inter-group activities on need, when it seems to make more sense than individual work

Code of conduct

- Keeping all negotiations touching personal staff of participants between mentor and mentee

- Giving not a critic, but developing feedback
- Not giving direct advising, but using more coaching in order to find decisions
- Sharing knowledge, but not obliging participants to use it
- Using wide diversity of methods and discuss which one is more suitable for participants
- Keeping the initiatives on the shoulders of participants (not to work instead of them, but to support their initiative)

Критерии качества для проекта Enter

Критерии качества	Индикаторы поддержки участников в процессе разработки своего проекта	3	2	1
Проект как проект	Проект проходит этапы проектного цикла (идея, проектирование, реализация, оценка, контроль)			
	Проект является финансово осуществимым			
	Проект имеет конкретные, четкие и измеримые цели			
	Проект включает в себя план действий и распределение обязанностей (зона ответственности)			
	Проект имеет видение ожидаемых результатов и ориентирован на последующие действия			
Молодежное участие (проект реализуется самой молодежью, с участием молодежи и для молодежи)	Молодые люди выявляют потребности молодях людей в конкретном сообществе для последующей разработки идей проекта			
	Молодым людям предложено разработать, внедрить и оценить проект			
	Молодые люди (целевая аудитория) могут иметь право голоса в процессе адаптации проекта к их нуждам и желаниям			
	Молодые люди участвуют в проекте, потому что они хотят быть в нем (добровольное участие)			
	Молодые люди имеют четкое понимание своей роли в проекте			
	Молодые люди принимают важные решения в проекте на равных			
	Благодаря проекту молодые люди становятся более активными в общественной жизни			
Проект носит актуальный характер в отношении вопросов/проблем, с которыми сталкиваются молодые люди в доступе к социальным правам	Проект обусловлен четкой и определенной потребностью в отношении доступа к социальным правам для молодежи			
	Существует прямая связь между социальными правами, политикой и проектом			
	В рамках проекта молодые люди больше осознает свои социальные права			
	Участники используют образование в области прав человека и его подходы в работе с молодежью			
	Улучшение доступа к социальным правам планируется как один из ожидаемых результатов проекта			
	Проект вносит позитивные изменения в развитие молодежной и социальной политики, а также молодежной работы			
Проект реагирует на ситуации социальной инклюзии, дискриминации и/или насилия, затрагивающего молодежь	Проект связан с ситуациями изоляции, дискриминации и насилия над молодыми людьми, принимает меры против социального отчуждения, дискриминации и насилия в рамках реализации проекта			
Проект осуществляется при поддержке организации/учреждения	Этот проект осуществляется в рамках плана деятельности организации			
	Участника поддерживает его команда, и участник вовлекает свою			

	команду в реализацию проекта			
	Тема доступа молодежи к социальным правам остается темой деятельности организации и после проведения проекта			
Одна из задач проекта - развитие взаимодействия и партнерства между государственными институтами, НКО и молодежью	Проект рассматривает работу соответствующих органов на местном уровне в социальной политике			
	Проект осуществляется в сотрудничестве с другими общественными и государственными организациями и учитывает их работу			
	Проект осуществляется при поддержке и в рамках работы профильных органов, ответственных за реализацию социальной и молодежной политики			
	Проект ведет к созданию новых партнерских связей и объединению ресурсов и зон влияния			
	Проектные документы и презентации доступны и понятны для тех, кто непосредственно не участвует в проекте			
	Проект вносит определенные изменения в программу социальной и молодежной политики, которые он решает			
	Участники подключают свой проект к местной молодежной политике и к документам на местном, региональном, национальном и/или Европейском уровнях			
Проект является постоянным	Автор проекта имеет план последующих действий по его продвижению и улучшению			
	Проект имеет различные источники финансирования			
	Проект транслируется и открыт для в местного сообщества и СМИ			
	Результаты проекта и его подходы используются для других инициатив			
	Участники проекта мотивированы и имеют возможность оставаться активным после завершения проекта			
Проект связан с местными реалиями и коррелируется с национальной и общеевропейской политикой в сфере работы с молодежью	Проект открыт для предложений со стороны других участников из долгосрочного тренинг-курса			
	Проект запускается со ссылкой на европейские стандарты молодежной и социальной политики			
	Проект содействует развитию национальной и общеевропейской политики через проект ENTER Совета Европы!			
	Проект учитывает существующую передовую практику других государствах-членах Европейской Культурной Конвенции			

1- Не удовлетворяет

2- Частично

3- Полностью удовлетворяет

ПРОЕКТ НОСИТ СОЦИАЛЬНО-ОБРАЗОВАТЕЛЬНЫЙ ХАРАКТЕР И ВНОСИТ ПОЗИТИВНЫЕ ИЗМЕНЕНИЯ!

Name and Surname	Country/ region	Organisation
ALIEV Suleiman	Republic of Azerbaijan, Baku	Non-governmental organisation of international youth "DAN"
BAZHITOV Nikolay	Russian Federation, Krasnoyarsk region	Institute of Youth Policy of the Krasnoyarsk region (separate structural unit of the regional state autonomous institution "Center of Youth Initiatives "Forum")
DROZHIN Vasily	Russian Federation, Moscow	Private institution "Cultural and sports rehabilitation center of the All-Russian Society for the Blind"
GAR`KIN Igor	Russian Federation, Penza region	Federal State Educational Institution of Higher Education "Penza State University of Architecture and Construction"
IVANCHIN Sergey	Russian Federation, Penza region	Federal Budget Institution of Higher Education "Penza State University"
KAPANOV Zhanibek	Republic of Kazakhstan, Alma-Aty	University of International Business
KIREEVA Iryna	Russian Federation, Republic of Tatarstan	Private Educational Institution of Higher Education and Innovation of the Kazan University named V.G.Timiryasov
KOKH Olga	Russian Federation, Saint-Petersburg	Interregional public organisation "German youth association"
KONASHENKOVA Natalia	Russian Federation, Penza region	State autonomous vocational educational institution "Penza multiprofile college", Children and Youth newspaper of the Penza region "Delovoy", NGO "For Life"
KUDINOVA Yulia	Russian Federation, Penza region	Federal Budget Institution of Higher Education "Penza State University"
KUPCOVA Olesya	Republic of Belarus, Minsk	Public Association of professionals working with young people
LARICHEVA Daria	Republic of Karelia, Russian Federation	Karelian regional public children`s organisation "Scouts of Karelia"
LYMAR Lyudmila	Republic of Karelia, Russian Federation	State Budgetary Institution of the Republic of Karelia "Karelian Regional Centre of Youth"
MAHONINA Elena	Russian Federation, Yaroslavl region	Yaroslavl regional organisation of the All-Russian non-governmental "Russian Union of Youth"
MAMAKOVA Diana	Russian Federation, Republic of Tatarstan	Executive Committee of the Municipality of Naberezhnye Chelny
MKHITARYAN Naira	Republic of Armenia	Swiss Humanitarian Fund "Casa"
NOVOSELOVA Olga	Russian Federation, Samara region	Non-profit partnership to promote social programmes of "Social partnership programmeme"
POPOVA Inna	Russian Federation, Tchelyabinsk region	Municipal Institution additional education "Centre of creative development and humanitarian education "Perspective", Chelyabinsk regional youth public organisation "Institute for Social Innovation Youth" Promotion"
RODIONOV	Russian Federation,	Federal State Educational Institution of

Sergey	Penza region	Higher Education "Penza State Technological University"
ROMANOVA Ekaterina	Russian Federation, Nizhny Novgorod	Interregional youth social movement support volunteer initiatives "Sphera"
SALNIKOVA Natalia	Russian Federation, Tula region	Tula regional organisation of the All-Russian youth non-governmental organisation "Russian Union of Youth"
TAMBOVCEVA Yulia	Russian Federation, Penza region	Federal Budget Institution of Higher Education "Penza State University"
TCHERNYAV Michail	Republic of Belarus	Public association of professionals working with young people
VYADESHEVA Yulia	Russian Federation, Samara region	Autonomous non-profit organisation "Open alternative"
YABLOKOV Vladimir	Russian Federation, Kirov region	Lenin district organisation of the Kirov regional branch of the All-Russian "All-Russian Society of Disabled People" NGO