



Ministry of Education and Science  
of the Russian Federation

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

Directorate of Democratic  
Citizenship and Participation  
of the Council of Europe

DDP-YP/ETD (2022) 30

## **DRAFT REPORT**

### **"50-50" TRAINING-SEMINAR**

for specialists from authorities of the  
Russian Federation working with young  
people together with representatives of  
youth non-governmental organisations

7-12 June 2021, Novosibirsk

## **SUMMARY**

### **General background of the 50/50 training seminars**

Fifty-Fifty courses were first introduced in the youth sector of the Council of Europe in assistance and cooperation projects with member states. Traditionally, support to youth work in the Council of Europe has been geared towards the support to youth organisations and to youth participation. This remains the main mission of the programme of the European Youth Centres in Budapest and Strasbourg. However, in countries which faced particular deficits in both youth participation, youth civil society and youth policy structures and instruments, it quickly appeared that working with the non-governmental partners alone would not be sufficient to promote evidence-based youth policies that responded to the needs of young people and counted on their agency and critical participation. The concept of the Fifty-Fifty courses originated in this need. It became particularly useful and important in countries with little tradition of dialogue and cooperation between the governmental and non-governmental sectors.

### **Underlying philosophy**

The main reason of the Fifty-Fifty courses is the understanding that an effective youth policy needs to include all actors and stakeholders, notably public authorities (national and regional and/or local) with competences in youth policy and youth organisations or other structures of youth representation and participation. This reflects the co-management principles of the youth sector of the Council of Europe, under which policies and programmes are decided together by the governmental and the non-governmental youth partners – youth policy is cross-sectoral and recognises “the importance of involving young people in its formulation, implementation and follow-up”<sup>6</sup>. The range of stakeholders may, logically, go beyond the governmental and non-governmental sectors and include other stakeholders such as youth researchers, youth service providers and members of parliament. The courses are thus an opportunity for dialogue and for mutual learning. Fifty-Fifty courses assume that all stakeholders have relevant experiences legitimate interests and expectations in youth policy and can improve their work by cooperating and by learning together. The Council of Europe is a broker of dialogue and cooperation, but it cannot replace the necessary conditions for dialogue to be pursued. That is the responsibility of national stakeholders. Characteristics of a Fifty-Fifty course The essential features of the Fifty-Fifty courses derive naturally from the principles outlined above; in a nutshell, everything in the course should be prepared so as to support dialogue, multiple perspectives on issues but also an understanding of each other’s specific conditions and stakeholders, including matters such as democratic decision-making, responsibilities for public policies and accountability mechanisms.

### **Context and Preparation**

It is important that each course takes into account the specific situation, issues and challenges of a given social reality. So, instead of a model that would fit all situations, it is the context that determines many of the choices done in the process of preparation of the course, from the definition of aims and objectives to the recruitment and selection of participants. The clearer the

context is, the easier it will be to tailor a course that is relevant and meaningful in purpose and outcomes. National-targeted courses are of course the best fit but, in specific 6 Resolution CM/Res(2008)23 on the youth policy of the Council of Europe 11 circumstances, regional courses (i.e. associating participants from neighbouring countries) can be fully relevant. Multilateral activities should not be excluded, but their potential impact is best secured if there are various stakeholders from the same country. The preparation of the course, including the definition of learning objectives and socialpolitical purposes, should involve experts from the various stakeholders concerned. The same applies to the team of trainers or facilitators responsible for the training programme: they ought to have experience if working with the main stakeholders concerned; the team of trainers and where appropriate, of organisers, ought to "represent" the diversity and plurality of stakeholders and perspectives. Where possible (e.g. through e-learning), the participants should be encouraged to develop curiosity about each other and each other's institution, with the purpose of starting removing mental barriers to cooperation. Un-learning is as important as learning in this phase.

**Aim and objectives of the Training Seminar 50/50 for specialists from authorities of the Russian Federation working with young people together with representatives of youth non-governmental organisations**

Development of competencies of representatives of the youth policy sphere aimed at expanding opportunities for the application of the human rights based approach to work with young people at various levels in the Russian Federation.

**OBJECTIVES:**

1. To get acquainted with the current state of youth policy and youth work in the Russian Federation and the Council of Europe;
2. To consider the issue of access to rights for young people through the prism of the Recommendation of the Committee of Ministers of the Council of Europe "Young people's access to rights" and its relevance to the Russian reality;
3. Develop a toolkit on young people's access to rights, based on the methodology of the Council of Europe;
4. Create a network of like-minded people who understand the importance of a human rights-based approach to youth policy and are ready to implement it at both local and national levels.

**Organizers:**

Youth Department of Council of Europe;  
Ministry of Education and Science of the Russian Federation;  
National youth Council of Russia.

**Participants**

In training took part 24 participants from 18 regions of Russian Federation. 9 participants were representatives of the Regional and local Public bodies responsible for Youth, and 15 participants were representatives of Allrussian, regional and local Youth NGOs.

*Profile of the group:*

The selection was based on the evaluation of application forms. There were 57 relevant application forms received. The team of trainers and representatives of the National Youth Council of Russia and of the Ministry of Education and Science were involved in the selection process.

The final group of participants was a quite good combination of state/municipal representatives and civil society representatives. The balance of 50/50 was almost respected. Geographically group were widely spread through Russian Federation.

**Educational Team:**

POPOVA Olga	Deputy Chairman, National Youth Council of Russia
FILARETOVA Marina	Programme Officer, Youth Department, Council of Europe
SHERER Ekaterina	Trainer, the CoE
NIKITINA Natalia	Trainer, the CoE
Bortnikov Mikhail	Trainer, NYCR
Herenskaya Elena	Trainer, NYCR

**Competence development area**

The training seminar intended to contribute to the development of the following set of competences of participants:

- Understanding of the concept of Human Rights Education and its connection with Young people's access to rights ;
- Competences of collaboration with state/civil society bodies responsible for Youth;
- Skills to analyse local context and to make an assessment of needs of young people;
- Knowledge of youth policy;

- Knowledge of variety of forms of youth participation;
- Competence to evaluate and to provide an access of Young People to rights;
- Digital skills and tools to facilitate and support Youth Work process aimed on the access of young people to rights;
- To work with attitudes toward Young people with less opportunities and low involvement in the local Youth Organisations;
- Competences to formulate the issue and to set connections between theory and practice;
- Ability to use Non-formal education methods and approaches in work with young people.

The competences development was addressed during the training programme consisting of the following elements:

***Day 1 June 7 2021***

The main aim of the 1st day of the TC was to create a safe educational environment and common understanding of the backgrounds and experiences among the group of participants.

Competences areas: Competences of collaboration with state/civil society bodies responsible for Youth;

**Opening Session** - the aim of the session was to set up the process of getting to know each other, explore expectations of participants and present a methodology, aims and programme of the seminar.

**Group building Session** - purpose of this session was to create atmosphere of support and safety in the group, to set up a group agreement on the way they want to work together during the training. This session was crucial for the successful communication in between the participants during the whole Training-seminar, as it helped to identify possible challenges in the further communication between participants on the one hand, on the other hand it helped them to work together on the way they can overcome those challenges.

**Exploring realities** - aim of this session was to go deeper into knowing each other and each others context of work, as well as an opportunity to find similarities and differences on the way participants got involved into the youth work. Thanks to this session participants have found connecting points of their pathways, and found out that Public and NGO sectors have a lot in common, and that the majority of the participants from the Public/governmental sector, in the past was involved in Youth NGOs. Important part of the session was a debriefing at the end, where participants reflected about what was common and what was different in their pathways and what are the common trends in becoming youth workers and youth policymakers in Russia.

**Building a common conceptual background** - this session was build on a way that participants could share own professional path and share their realities and youth work there, connect it with the topic of the HRE and access of young people to rights. For this were used methods of the learning biography - helped participants to reflect and then to learn about others' ways and understanding of HRE, access to rights.

Main outcomes of the day:

***Day 2 June 8 2021***

*Competence areas:* Understanding of the concept of Human Rights Education and its connection with Youth Work, Youth Participation and Youth Policy;

Competences to formulate the issue and to set connections between theory and practice;

Skills to analyse local context and assess needs of young people;

Human Rights Education and its connection to Youth Work, Youth Policy and Youth Participation was the core topic of the day. First two morning sessions were about **Youth Policy in the context of the Human Rights Education**. Sessions aimed to familiarise participants with the values of the CoE, priorities and approaches of the CoE Youth Department; to introduce participants human rights education approach and its relevance for the youth policy; and explore youth participation as the right of young people and as one of the tools of the inclusive evidence-based youth policy. Session took more time than it was planned, but it became one of the crucial moments of the seminar that helped participants to understand importance of Human Rights in general and Human Rights Education in particular when it comes to youth work and to providing young people with access to their right to participation. Due to high interest and deep reflections of participants upon the topic of Human Rights and Human rights education, last part of the session went to afternoon, this session helped participants to connect all terms together and see how do they interact with each other - Human Rights, Human Rights Education, Youth Policy and Youth Participation. Debriefing after all this process was focused on Youth Participation as the right that young people have and that during the seminar we will see how the youth organisations and state authorities could provide means and space for its realisation.

Last session **Contemporary portrait of a Young Person** was aimed to provide space and tools for participants to reflect about needs, interests, attitudes and values of young people in Russia nowadays. For this participants were provided with 5 different researches about life and social portrait of young people in Russia, made by different institutions and companies, some of them were made by independent research institutions, some by Public Bodies responsible for the Youth Policy. In small group participants had to read main results of the research and to analyse it from the point of view of usefulness for their work, coherence to reality they work in and objectiveness. At the debriefing after groups presentation were made a connection of Youth Research with Youth Work and Youth Policy, and the Triangle of the Youth Policy were presented to participants.

### **Day 3 – June 9 2021**

*Competence areas:* Youth Participation and Youth Policy; Knowledge of variety of forms of youth participation; Competence to evaluate and assess of Young People to participation processes; Competences of collaboration with state/civil society bodies responsible for Youth;

Day started from some theoretical input on **Youth Participation**, followed by the presentation of the Manual Have your say, and work with the ladder of participation and work on exploring connection between theory about Youth Participation with the practice and participants realities. At the end of the session it became quite clear that participants are comfortable to work with young people who are active and involved, but there are some groups that are “invisible” and not considered when it comes to their involvement to decision making process, as well as to educational and other activities that they are organising. (This observations were lately followed up at next day morning sessions). Theory of youth participation was followed by presentation of the **Charter on Youth Participation**, and practical exercises on collaboration between young people, from the Manual “Have Your Say” (triangle of collaboration). Main conclusions of the sessions was that sometimes it's quite easy and clear the mechanisms of collaboration for youth participation, but in some cases is almost impossible due to bureaucratic, political and other issues. Afternoon was dedicated to **RMSOS** model, analysing realities of participants from 5

aspects of the model, followed by the analytical session about influence and space that provide **non-formal and formal education** institutions when it comes to youth participation. Also participants went deeper into understanding methodology and values of the Non-formal education.

#### ***Day 4 – June 10 2021***

*Competence areas:* Youth Participation and Youth Policy; Knowledge of variety of forms of youth participation; Competence to evaluate and assess of Young People to participation processes; To work with attitudes toward Young people with less opportunities and low involvement in the local Youth Organisations;

This day had only 2 working sessions and free afternoon. Morning was dedicated to **analyses of accessibility of Youth Work, Youth Policy and Youth Participation to different groups of young people**. Participants went through the process of reflection about groups of young people which are excluded from their activities or they don't know how to work with them, mostly it was young people from excluded groups or in the difficult life situation. Then participants were invited to analyze, what exactly are obstacles and challenges they have that stop them from work with this groups and followed up by the personal actions that can be done in order to eliminate obstacles and become more inclusive. Process was finalised by the work in small groups with measures that can be taken in order to make Youth Policy more inclusive.

#### ***Day 5 - June 11 2021***

*Competence areas:* Youth Participation and Youth Policy; Knowledge of youth policy; Competences to formulate the issue and to set connections between theory and practice;

As activity was held in the European Youth Center in Budapest, team decided to use resources and connect group with the European Youth work, through experts who was at that moment in the center. So, morning have started from the meeting with Mark Tailor, who presented Cayote magazine and the idea behind it, than during the coffee-break participants who was eager to do it, had a meeting with the Director of EYCB Gordana BERJAN who explained Quality label of Youth Centers, procedures and requirements. First session were dedicated to **indicators of youth policy** and analyses of the realities of participants with the help of indicators. Also that morning participants had a meeting with Grigory Petushkov, Head of the National Youth Council of Russia, who presented to participants **National Youth Policy** and institutions responsible for it. Afternoon made a bridge between the training seminar and participants realities when they come back home. With the help of some coaching questions participants were invited to **analyse their realities and plan a changes** that they would like to bring to their local realities after they come back home and the way they can do it with the personal action plans at the end (based on the theory of small steps for changes). Participants worked in pairs, mostly it was a mixed pairs one representative of NGO and another of Public bodies, this exercise brought to participants clarity of the actions after they come back home. It was about action based on the small steps on the other hand, and on the other hand created more trust and collaboration between 2 sectors, that is one of the aim of the training.

By the end of each day educational team of the course have had a meeting, evaluating learning needs and progress of participants, coherence of the course flow with aims and objectives and revision of the upcoming day. At the end of the course, team had a final evaluation meeting where results of the course were discussed and recommendations for the future courses were given:

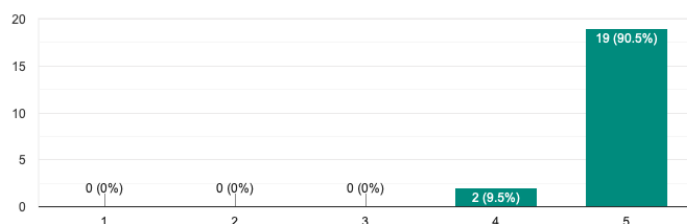
- In general team was satisfied with the results of the training, group cohesion and dynamics of their communication;
- In general objectives of the course was met, the only recommendation for the future would be to give more time in the programme for practical exercises and discussions about very concrete mechanisms of cooperation between Governmental bodies and Youth NGOs, to provide more space for open dialogue and discussions;
- Even though at the beginning it was a bit challenging, by the end of the training group become conscious about connection between HRE and youth participation, clarified for themselves importance of Human Rights in General and value of the Youth Participation in particular for the democratic processes in the society;
- Participants showed high interest to training and activities during all the days, it was a high level of participation, both while working in the small groups and plenary sessions;
- Although there was no specific session about digital tools for Youth Work (due to lack of time), team were using variety of them during the sessions, so participants were learning by using them in the process of training (most popular tools were padlet, sli.do, mentor.in);
- Sessions that could be re-designed - Portrait of Young Person (add more reflection about motivation of young people);
- Methods used- it was large variety of the methods, fully met holistic approach and non-formal education process. That is also very important as it is the only way participants can understand more principles and values of NFE;
- Separately was mentioned challenging communication within the team during the preparation process of the training (not respecting deadlines and agreements made during the prep meeting). But during the training team had good communication and collaboration, flexible and open to changes and new challenges;
- Also very important moment that can be done in the future is to bring more european dimension to training (meeting with some NGOs or policy makers from European level), this is actual for the trainings that are held outside of Russia.

## Results of the evaluation by participants

### General Impression about the training seminar:

Как вы оцениваете организацию тренинг-семинара в целом?

21 responses



In general participants evaluated training very high (90,5 % gave the highest rate and 9,5% good rate (4 out of 5). From the comments there was no critical or negative feedback, the only thing that participants wanted to change is to receive certificates in the training spot.

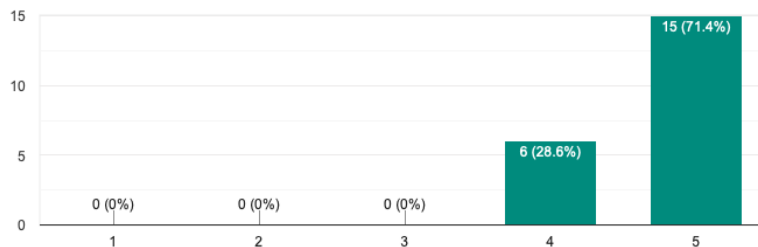


## Evaluation of the educational programme of the training seminar:

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Как вы оцениваете образовательную программу в целом?

21 responses



Participants evaluated educational part of the training very high, 71% gave the highest rate and 29% second highest rate.

For the comment we asked participants to write down 3 **most important things that they have learned** during the training, here is the summary:

Non formal education,

Non-Judgemental approach to other people and other points of view;

Concept of Youth Participation of the Council of Europe;

Understanding wider sense and meaning of the Human Rights and Human Rights Education;

Tolerance and accepting others as they are;

That participation is a very important right of every human;

Opportunity to look at own work from outside;

Importance of taking into consideration different groups of young people when it comes to Youth Policy and educational activities;

As the **most important sessions** participants mentioned:

Different forms of Youth Participation;

Non-Formal education;

Youth Policy and excluded groups of young people,

Youth Participation and Youth Policy,

Youth participation in the context of Human rights and Human rights education;

Indicators of the Youth Policy,

Meetings with experts,

Group Building,

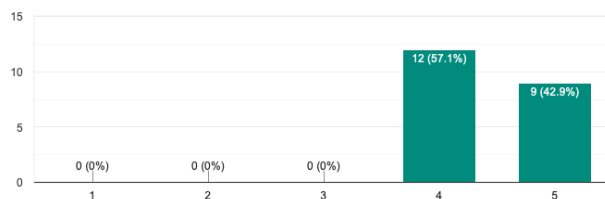
Different forms of Youth Participation

As **competences** that had been developed during the training participants wrote down:

- Analysis of youth policy indicators;
- Working with the theme "Human Rights"
- collaborate with colleagues and other employees, share information and experience with colleagues

- The pleasure of reflection!
- Team Interaction,
- New Energizers
- Critical thinking;
- Planning;
- communication skills
- Skill introspection, teamwork.
- the ability to constantly learn
- knowledge in the field of human rights, the desire to develop working methods in this field, their application in practice became an important competence. Competence - to hear the opinions of others, not to jump forward with your examples, to learn more from the group the ability to understand the conceptual field in the field of youth policy
- Teamwork, proactivity
- Knowledge of the international regulatory framework in the field of youth participation, methods and forms of youth participation.
- the use of a variety of teaching methods; - evaluation of interaction with colleagues in the group, providing feedback when working in a group; - use of information and communication technology resources
- A creative approach, to demonstrate openness when discussing personal and emotional problems of others, to build positive, and unbiased relationships with people.
- Tolerance of critical opinion; assessment of the importance of the words that I say; penetration into the inner self in order to harmonize one's own personality; evaluation of own experience and capabilities; formation of self-esteem at an acceptable level
- mentoring (development), teamwork (development), self-analysis (development +) creation of video clips (acquisition)
- the desire for change, the ability to train and instruct people, the desire to learn, the ability to recognize changes in the environment.
- using joint decision-making methods • using methods that promote active involvement in learning • using diversity as a learning tool • building links between concrete and abstract through reflection to facilitate and improve the learning process • knowledge and understanding of the life and culture of European youth

Насколько в тренинг-семинаре удалось соблюсти баланс теории и практики  
21 responses



Graph of the balance between theory and practice. Several participants mentioned that for the future courses they would like to have more practical exercises on how exactly involve young people into youth participation as well as more practical advises about concrete mechanisms of cooperation between governmental bodies and civil society.



ANNEX 1. Programme of the Training Seminar

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	06 June	07 June	08 June	09 June	10 June	11 June	12 June
08:30 - 09:30	arrival of participants/ preparatory meeting	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
09:45 - 10:00		Energizer and intro to the day	Energizer and intro to the day	Energizer and intro to the day	Energizer and intro to the day	Energizer and intro to the day	Energizer and intro to the day
10:00 - 11:30		Official opening of the Training Seminar  Presentation of the Programme and expectations	Council of Europe - approach to youth policy, actors, youth centres	Youth centres as a place to develop competencies for youth participation (Charter on youth participation, RMSOS)	Cooperation between representatives of governmental bodies and youth NGOs in the creation and functioning of the youth centers and youth spaces	Creating a shared vision for quality standards and engaging youth centres and open spaces for young people in the youth policy agenda	Departure of participants /team evaluation meeting
11:30 - 12:00		Coffee break	Coffee break	Coffee break	Coffee break	Coffee break	
12:00 - 13:30		Getting to know each other and team building	Youth centres in the context of human rights education - A rights-based approach based on the needs of young people	Youth centres as a place to develop competencies for youth participation (Charter on youth participation, RMSOS)	Cooperation between representatives of governmental bodies and youth NGOs in the creation and functioning of the youth centers and youth spaces	The role of regional networking in enhancing youth participation and the role of young people in the life of territories. Community building.	
13:30 - 15:00		Lunch	Lunch	Lunch	Lunch	Lunch	
15:00 - 16:30		Exploring group resources and experiences	Youth centres in European youth policy and youth work (+connection to EYWA and Bonn Process)	Key tools for the work of youth centres-NFE	14:00 Explore programme	Resources and support tools. Council of Europe Youth Department. National Council of Youth of Russian Federation.	

16:30 - 17:00		Coffee break	Coffee break	Coffee break		Coffee break
17:00 - 18:30		Developing a common notion of the terms and approaches	The role of youth centres and spaces in Russian youth policy and youth work, diverse practices and realities	Key tools for youth work centres- Intercultural learning		Evaluation and closure
18:30 - 19:00		Reflection groups	Reflection groups	Reflection groups		
19:00 - 20:00	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
20:00	Informal opening and Ice-breaking games		Organisational Market			Farewell party

Annex 2. Recommendations for youth centers on providing access for young people to their rights and active participation in youth policy making  
(in Russian)

**Рекомендации Молодежным Центрам  
по развитию влияния в системе работы с молодёжью  
и улучшению доступа молодёжи к правам**

Рассмотрев Рекомендации по доступу молодёжи к правам и ряд материалов Совета Европы по развитию деятельности молодежных центров (МЦ), а также обсудив опыт действующих молодежных центров из 13-ти субъектов РФ, участники семинара-тренинга рекомендуют молодежным центрам обратить внимание на развитие следующих аспектов своей деятельности:

**Компетентность команды МЦ**

1. Описать специфику деятельности специалистов молодежных центров, архитектуру работы молодежного центра, его миссию на территории, ценности и задачи, вклад в обеспечение доступа молодёжи к правам. Каждый сотрудник МЦ должен быть ознакомлен с этой информацией, понимать её и разделять цели деятельности МЦ
2. Обеспечивать полное погружение сотрудников в среду: представлять всё многообразие программ МЦ и описывать роль сотрудника в реализации этих программ, делегировать выполнение задач в рамках деятельности МЦ оставляя свободу выбора действий по решению задач, способствовать установлению контактов со всеми (в том числе находящимися в зоне риска) группами молодёжи на территории, открывать доступ к пользованию всеми ресурсами и наработками деятельности МЦ, объяснять реализовывать механизм поддержки сотрудников в МЦ
3. Реализовывать мероприятия по развитию компетентности сотрудников: проводить программу наставничества для молодых специалистов, программы корпоративного обучения, обмен опытом между специалистами и с другими МЦ, направлять сотрудника на курсы повышения квалификации и переподготовки, предоставлять доступ к изучению опыта других МЦ, успешно обеспечивающих доступ молодёжи к правам, обеспечивать возможность прохождения зарубежных стажировок и принимать такие стажировки на территории МЦ
4. Уделять внимание привлечению в качестве сотрудников молодёжи, относящейся к группам риска, разрабатывать программы профессиональной адаптации такой молодёжи
5. В деятельности всех сотрудников МЦ использовать общее понятийное поле и единые подходы к работе, в том числе командно-проектный подход, подход «сверхзадач»
6. Иметь в штате специалиста, отвечающего за развитие сотрудников и их профессиональный комфорт
7. Поощрять сотрудников в реализации собственных проектов на базе МЦ, обучать их работе с грантами и другими программами поддержки
8. Повышать комфортность рабочих мест и заботиться о создании зон отдыха и комфорта для сотрудников

9. Обеспечивать возможность работы с использованием гибкого графика, совмещения работ, параллельного обучения
10. Ввести схему финансовой мотивации, разделяемую сотрудниками и интересную для них, обеспечить прозрачность системы мотивации сотрудников в МЦ
11. Вовлекать сотрудников в принятие решений на всех уровнях
12. Обеспечивать карьерный рост сотрудника, способствовать развитию её/личного бренда, привлекать бывших сотрудников МЦ к амбассадорству

## **Устойчивость МЦ**

1. Создать вокруг молодёжного центра сообщества через реализацию их интересов, предоставить всестороннюю поддержку деятельности сообществ
2. Разработать схему взаимопомощи во всеми группами стейкхолдеров, вовлечь их в решение задач МЦ через решение их собственных задач
3. В процессе реализации проектов и инициатив обеспечивать устойчивое развитие проектов по окончании грантовой и субсидиарной поддержки. Развивать институт эндаумента в работе МЦ, оказывать платные услуги, использовать механизм карудфандинга и обеспечивать приток других независимых финансовых источников.
4. Встраивать работу МЦ в программы и инициативы органов власти, участвовать в решении государственных и региональных задач. С свою очередь, доносить до органов власти молодёжную повестку и отстаивать интересы молодёжи.
5. Выстраивать цепочки взаимодействия с другими МЦ, образовательными, социальными и культурными учреждениями с целью гармонизации всей системы работы с молодёжью в целом, повышения доступа к услугам МЦ молодых людей, ранее не принимавших участие в работе МЦ
6. Применять механизм совместного использования ресурсов с другими организациями и институтами на территории, предлагать собственные ресурсы для совместного использования
7. Развивать «бирюзовую» модель управления МЦ

## **PR (взаимодействие с внешним миром)**

1. Регулярно актуализировать свою деятельность в соответствии с социальными, молодёжными, экономическим и другими трендами развития общества, через:
  - мониторинг социальных сетей и молодёжных исследований
  - привлечение молодёжи к участию в формировании муниципального задания, программ по поддержке и развитию молодёжи
  - участие в молодёжных мероприятиях всех уровней
  - постоянный диалог с молодёжью как на своей территории, так и за её пределами
2. Обеспечить полную открытость и прозрачность участия и работы
  - работать с запросами стейкхолдеров и обнародовать результаты этой работы, где возможно
  - предоставлять публичные отчеты о деятельности

- использовать технологии вовлечения общественности в работу МЦ (такие, как конвейер проектов)

3. Организовать на базе МЦ деятельность молодёжного информационного центра

- предоставлять информацию обо всех возможностях
- общий портал "Молодчина"
- коннектор между активной молодёжью и более пассивной

4. Усилить работу по позиционированию МЦ в системе работы с молодёжью

- делиться историями успеха
- показывать траекторию развития и реализуемые проекты
- разъяснять смысл работы и возможности МЦ
- принимать активное участие в конкурсах и соревнованиях как по теме молодёжной работы, так и по отдельным направлениями работы МЦ

5. Организовать систематическую работу с различными организациями и институтами

- предоставлять помещение для проведения их мероприятий
- распространять информацию об их деятельности сред целевых групп
- совместно участвовать в общественных обсуждениях, выработав единую позицию
- создавать частные коммерческие площадки на территории МЦ

6. Формировать сообщества вокруг МЦ согласно следующим идеям:

- МЦ как площадка для старта и гарант существования инициатив молодёжи
- МЦ как площадка для трудоустройства и адаптации к современным экономическим условиям
- МЦ как ресурс поддержки и развития каждого молодого человека
- МЦ как флагман в развитии инклюзии
- МЦ как надёжный партнёр для других НКО

## **Среда**

### ***Материальная среда***

1. Постоянно совершенствовать безбарьерную среду (доступ для людей с ограничениями в подвижности, ограничения со слухом, зрением, носители различных языков, представители разных социальных групп)
2. Зонировать пространства с привлечением молодых людей
3. Создавать пространства, где молодым людям можно находиться длительное время (уделять внимание наличию и комфорту кухни и санузла, рассматривать варианты обеспечения временного пребывания)
4. Разделять пространства для молодых людей и административный блок
5. Обустраивать отдельные территории и отдельный вход, не имеющий входных барьеров
6. Обеспечивать внедрение на территории МЦ новейших технологий
7. Использовать экологичный подход при строительстве и обустройстве МЦ, уделять внимание звукоизоляции и вентиляции, системам утилизации



### **Ментальная среда**

1. Развивать культуру ненасильственного общения ( через семинары, тренинги, эксперименты, кодекс этики)
2. Обеспечивать баланс представленности в МЦ (включая команду) различных групп молодёжи с различными входными данными и Инклюзия
3. Разработать стандарт сервиса и коммуникаций и применять его на всех уровнях
4. Обеспечить работу психолога в системе МЦ, предоставить доступ к услугам психолога в том числе и сотрудникам МЦ
5. Обучать сотрудников МЦ взаимодействию с различными категориями молодёжи
6. Адаптировать всю информацию, циркулирующую в молодёжном центре, к молодёжи
7. Обеспечивать ротацию кадров и профилактику эмоционального выгорания сотрудников через смену окружения и форм деятельности

### **Качество программ и инициатив**

1. Принимать за основной показатель качества то, что молодёжь получает от реализации проектов и инициатив
2. Решать реализацией проектов и инициатив конкретные задачи и проблемы, как локального, так и более глобального уровня
3. В планировании работы учитывать уже реализованные программы и инициативы других молодёжных центров
4. Обеспечивать должную подготовку сотрудников и волонтёров, вовлеченных в проекты и инициативы
5. Базировать реализацию проектов на исследованиях потребностей молодёжи
6. Разработать шкалу оценки качества программ и проектов, довести её до всех участников
7. При оценке инициатив и эффекта деятельности оценивать именно достижение индикаторов, избегать оценки личностей сотрудников, волонтёров и получателей помощи

### **Правоориентированный подход**

1. Продумывать и реализовывать механизмы вовлечения в деятельность и программы МЦ молодёжи групп риска
2. Проводить локальные/региональные исследования ситуации с доступом молодёжи к правам, по необходимости привлекая студентов-социологов
3. Проводить неформальное обучение в области прав и свобод молодёжи с привлечением юристов и омбудсменов
4. Разработать графические информационные материалы о формах и направления работы МЦ с молодёжью, обеспечить доступ к этим материалам всех молодых людей на территории
5. Обеспечивать доступность молодёжного участия через предоставление площадки для работы сообществ
6. Использовать в практике работы МЦ пособия по работе с темой прав человека, в частности, выпускаемые Советом Европы и партнерскими организациями
7. Привлекать правозащитников к консультационной работе с молодёжью на базе МЦ
8. Пройти обучение по теме доступа молодёжи к правам всем сотрудникам молодёжного центра