

Classification of Competencies of Lead Workers with Youth



Spolufinancováno
z programu Evropské unie
Erasmus+



rada mládeže
Zlínského kraje



Radě mládeže v Zlínském kraji



Motivation
and Youth
Do an
Innovation

CLASSIFICATION OF COMPETENCIES OF LEAD WORKERS WITH YOUTH

Competency profile of an engaged young person

The publication named Classification of Competencies of Lead Workers with Youth was born as part of the MAYDAI – Motivation and Youth Do an Innovation international project, funded by the Erasmus+ Programme of the European Union.

The project implementers are: the Regional Youth Council of Žilina (RMŽK) coming from Slovakia and the Czech partner, Council of Children and Youth of the Moravian-Silesian Region (RADAMOK).

The experts of both organisations were nominated as co-authors.



Spolufinancované z
programu Európskej únie
Erasmus+



rada mládeže
žilinského kraja



Radámok - rada dětí a mládeže Moravskoslezského kraje



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INTRODUCTION

The interest of young people depends to a certain extent on their competence setting, i.e. on the level of their knowledge, skills and attitudes. An innovative element of this publication is the approach how we are looking at the interests and active engagement of young people. The interest of young people does not only depend from the offer youth workers or leisure time activities leaders have to offer to them. It is also important to have the necessary set of competencies for this work position.

The publication aims to create a competency profile of an engaged young person with an aim to determine what competencies are needed for the three basic positions in youth work: instructor, team leader and head of the team. Experts from both organizations co-authored the competency profile which consists of seventeen competencies in total.

The expected impact of the competency profile is to create a learning module for youth workers on increasing the interest of young people. The competency profile is available in three languages: English, Slovak and Czech, so it can potentially be used throughout the European Union.



Project MAYDAI

The main priority of the project of ours is to support empowerment of young people. It is a topic that both organizations are involved in systematically and in a long-term. In frame of this project we aim to strengthen the position of young people in form of increasing their interest in their communities and in their life in general. The increased interest of young people positively influences their subsequent acceptance by both society and „important adults“ (representatives of local governments, institutions, etc.). As we bring a new perspective and a way of working with the interest of young people, we have also selected a horizontal priority – open and innovative practices in the digital era. Obtaining relevant and high-quality skills and competencies is a key aspect in working with young people’s attitudes (i.e. with their competencies) for both young people themselves and youth workers and youth leaders working with them. This is why the project focuses on the competency profile of an active young person.

Aims of the project

1. To identify the needs and motivation factors of a contemporary young person in relation to the interest in his/her community.
2. To develop a competency profile of an engaged young person.
3. To create and implement an educational module meant for youth workers and youth leaders on increasing young people’s interest.
4. To create a space where innovative approaches and methods related to the topic of young people’s motivation can be presented.

List of competencies

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Communication with people

INSTRUCTOR

He/she is able, knows, can:

- formulate clearly and comprehensibly ideas in verbal as well as in a written form in common situations
- listen to others without having any problems with that
- share information
- respond appropriately to the happenings

The competence to actively communicate, including the ability to present well and ability to listen and argue on a good level.

TEAM LEADER

He/she is able, knows, can:

- engage others with his/her own speech
- tolerate other opinions
- formulate ideas in written and verbal form on a very good level
- actively listen to others
- do the self-promotion seemly and also push through own opinions in a reasonable and natural way
- cause constructive conflict

HEAD OF TEAM

He/she is able, knows, can:

- present in front of group
- open the communication
- create an environment to communicate with others
- promote and develop the opinions of others
- require feedback
- formulate ideas in written and verbal form on excellent level
- practice active listening without exception and in all circumstances
- do the self-promotion seemly and also push through own opinions in a reasonable and natural way
- get real opinions from others and work with them
- use constructive conflicts
- work with feedback
- communicate with other cultures

INSTRUCTOR

He/she is able, knows, can:

- is more active than the other way around
- be part of a group
- adapt to desired behaviour
- respect group goals
- share information but he/she does not offer them actively
- cooperate actively
- participate in the group's activities and play a positive role in it
- direct activities towards a group goal
- respect others and the results of their effort

The competence represents readiness and ability to participate actively and responsibly in team work. It is the opposite of an unhealthy competition, as well as the opposite to a preference to work alone.

TEAM LEADER

He/she is able, knows, can:

- actively influence the atmosphere and needs of the group
- contribute significantly to achieving group goals
- take responsibility for results
- share group activities
- actively search and provide relevant information
- represent the role of a natural leader of the group
- build natural authority
- cooperate in international and multicultural teams

HEAD OF TEAM

Is able, knows, can:

- understand comprehensively all contexts and derive concrete ways of acting based on them
- use applicable and functioning solutions processes
- create conditions for positive creation of values and mutual relations of team members
- build a functional system of targets and system of control
- know the methods needed to manage all the processes that might occur in a group or situations that might emerge
- know methods of managing interpersonal relationships, solving conflicts in a team, analysing causes, and techniques of conducting discussion
- use open, productive and constructive forms of negotiation between group members
- listen actively and lead critical dialogue manage team conflicts until they are resolved
- delegate responsibility and build an atmosphere of trust

Acquisition and work with contacts and information

INSTRUCTOR

He/she is able, knows, can:

- create new contacts without any problems
- remove effectively barriers to acquire and maintain new contacts
- gain information but accept it in a passive way
- transmit information in a passive way

Challenge:

- *It is a challenge for him/her to distinguish true and fake information.*

(Networking) The competence to reach and maintain a relationship with different involved groups.

TEAM LEADER

He/she is able, knows, can:

- approach other people and make contact with them
- use methods to actively prevent losing contacts with people
- extract the essential out of a message
- distinguish important from unimportant
- consider the importance of information
- select and interconnect information
- use the information according the actual needs
- forward information and constantly work with it

HEAD OF TEAM

He/she is able, knows, can:

- use different (and also random) opportunities to make contacts
- search for new options to keep or find new contacts
- define and create different tools and campaigns to keep important contacts and establish new ones
- obtain information purposefully and with an aim, in accordance with current needs and intentions
- be aware of the origin of information and diversity of sources they come from
- distinguish effectively between quality and poor quality sources of information
- use the information in a new context and connections
- be in control of the work chain starting from receiving, gaining and processing information, to applying it in practice and transmitting without distortion

INSTRUCTOR

He/she is able, knows, can:

- participate actively in a negotiation with an external support,
- acquire basic knowledge on the causes and consequences of interpersonal conflicts,
- argue and correctly formulate own ideas and goals,
- delegate tasks according to team members' abilities and justify these decisions properly,
- teamwork during the negotiation,
- lead team members to independence,
- resolve conflicts between team members,
- communicate the rules to be followed,
- report news or changes in a motivational way,
- calm the partner's emotions before the negotiation itself,
- use empathic communication to gain alliance,
- provide relevant feedback and constructive criticism,
- keep control over a moderated conversation,
- behave and control himself/herself in case of verbal attacks.

The competence to conduct a dialogue with an aim to reach agreement.

TEAM LEADER

He/she is able, knows, can:

- negotiate alone with using basic tools,
- the basic methods of defence against manipulation,
- use typical ways to respond in conflict situations,
- have skills and dispose of techniques to solve interpersonal conflicts,
- delegate tasks in the decision-making process,
- recognize the influence of a group atmosphere on work performance,
- negotiate with team members, subordinates and superiors.

HEAD OF TEAM

He/she is able, knows, can:

- deal with hardly predictable situations during negotiations and adjust to it,
- propose different negotiating strategies,
- negotiate tactically and suggestively,
- negotiate in a credible and confident way,
- control own body language and voice,
- feel good in negotiating,
- handle communication in tense situations,
- understand interpersonal conflicts as a psychological burden and seek ways out of them,
- reflect the sources of internal and external stress and manage their elimination before the negotiation itself,
- control relaxation and self-regulation techniques and use them before hard decisions.

Self-development

INSTRUCTOR

He/she is able, knows, can:

- recognize own strengths and weaknesses, and their expression in different situations,
- analyse adequately and critically own past actions,
- balance own weaknesses,
- professionally develop.

It represents the ability and willingness to receive new information and participate in short and long-term training programs.

TEAM LEADER

He/she is able, knows, can:

- recognize motives for action, own strengths and weaknesses,
- analyse adequately and critically own past actions,
- set goals for personal development and work towards their fulfilment,
- balance own weaknesses,
- fulfil tasks responsibly, and meet deadlines,
- behave in accordance with the work ethics of a youth and children leader,
- receive feedback and draw consequences for himself/herself,
- create conditions for receiving feedback on own work.

HEAD OF TEAM

He/she is able, knows, can:

- recognize strengths and weaknesses,
- recognize motives that lead him/her to work in the organization,
- all-round own development,
- use knowledge and skills acquired outside the organization,
- perform tasks responsibly and meet deadlines,
- act in accordance with the work ethics of a youth and children leader,
- be an expert in own working field.

INSTRUCTOR

He/she is able, knows, can:

- show interest in young people as individuals,
- recognize unusual behaviour of young people,
- adapt the implemented activities to the specifics of the group of young people,
- provide constructive feedback,
- act as he/she wants others to act, especially those being subject of the process of development covered by him/her.

The ability to reflect the needs, age and mental maturity, according to what he/she can flexibly adjust own approach and the educational methods used. By his/her own acts, he/she serves as a good example (role model).

TEAM LEADER

He/she is able, knows, can:

- adapt activities to the current situation for the best of the interests, abilities and specific needs of individual young people,
- ensure all-round development of young people using a variety of methods and forms of development,
- provide constructive feedback and create conditions for the group members to receive this feedback.

HEAD OF TEAM

He/she is able, knows, can:

- adapt the implemented activities to the needs and specifics of the group of young people or adults with whom he/she works,
- select forms and methods of development in accordance with the development goals, needs and capabilities of the group and the individuals with whom he/she works,
- provide constructive feedback and create conditions for group members to provide feedback mutually,
- use feedback in the learning process,
- recognize the level of competencies of the group members with whom he/she works and identify the scope for further development.

Organisational skills

INSTRUCTOR

He/she is able, knows, can:

- evaluate only the current situation
- plan concrete given activities
- plan activities depending on their urgency
- distinguish urgent and important (not always progressing accordingly)
- secure basic resources needed
- estimate how time-consuming certain activities are
- organize own activities and performance
- usually perform as expected
- if necessary, create variations of plans but cannot decide on them alone
- distinguish between long-term and short-term plans
- combine own activities with activities and plans of others

Challenge:

He/she needs to be driven.

It represents a competence of systematic and objective planning and organizing own and others work, taking into account the goals, priorities, means, resources and time available.

TEAM LEADER

He/she is able, knows, can:

- plan in short and long-term base in accordance with the plans of others in his ecosystem
- deliver desired performance
- distinguish between urgent and important activities, and decide and act accordingly
- create variations of plans and decide on them alone, usually in standard situations
- plan the necessary resources and time
- evaluate fulfilment of plans
- organize own activities and organize the activities of others
- work with risks

HEAD OF TEAM

He/she is able, knows, can:

- keep improving own performance constantly
- make decisions based on priorities
- prefer important before urgent
- create variations of plans to effectively target the goal
- plan the necessary resources, their effective use and time
- evaluate the fulfilment of goals, plans and activities directed towards them and proceed accordingly
- organize own activities and effectively organize the activities of others
- create visions, design strategies and plan effectively
- develop own potential and the potentials of others
- set goals and priorities and motivate others to achieve them
- anticipate risks
- delegate

INSTRUCTOR

He/she is able, knows, can:

- take responsibility for the team (rather a small team of maximum 10 members)
- call and conduct operational meetings
- inform his/her subordinates
- give instructions, demonstrate tasks, and give useful advice
- be a personal example (role model)
- believe that others want to learn and that they are able to handle their assigned tasks
- pass knowledge to co-worker

Challenge:

He/she has limits in the control of results.

The competence stands for a clear intention and willingness to take on the role of a group leader. It is a desire and determination to lead others not only as a formal authority.

TEAM LEADER

He/she is able, knows, can:

- carry out goals and tasks, using formal authority and power in the right manner
- make efforts to increase team performance
- promote team spirit and place great emphasis on team goals
- protect the group and its reputation towards the entire organization
- acquire resources and information for the group and its work
- make sure that the group's needs are fulfilled
- encourage others, to give them feedback with the aim to further develop and improve their performance
- support the education of team members

HEAD OF TEAM

He/she is able, knows, can:

- organize strategic meetings
- be an excellent example (role model) for others
- avoid being afraid of problems and face complicated situations
- others can rely on him/her
- be a credible, reliable and charismatic leader
- educate and train subordinates and prepare study materials for them
- support individual team members in their efforts to improve and learn
- pass knowledge and experience with a clear purpose
- create convincing concepts and ideas which can inspire others and make them engaged
- evoke the interest and enthusiasm of others to participate in the mission of the whole group, based on his/her strategies and ideas
- review team members' results and discuss different solutions with them

Solving problems

INSTRUCTOR

He/she is able, knows, can:

- recognize the problem to be solved
- if he/she has already personal experience with a similar case, determine what the problems have in common and what is different about them
- identify participants and components of the problem and their mutual relations
- recognize the cause, effect and the relation between them
- face the problem, solve it according to own abilities as fast as possible
- recognize the problem in time, name it properly and understand its core

HEAD OF TEAM

He/she is able, knows, can:

- analyse a problem from different perspectives
- predict what situations might arise in solving the problem
- create and use visuals of the problem
- formulate hypotheses based on available information
- assess/determine whether the problem can be solved by using available information
- decide what information is missing in order to have the problem resolved
- continue in looking for solutions even when the problem has not been resolved at first
- identify the causes of failure and the ways to eliminate them in the future
- develop new hypotheses after the original ones proved to be wrong
- explain concrete consequences of the solutions - the benefits and undesirable effects
- propose measures to mitigate or eliminate negative consequences of the proposed solutions
- serve as a personal example (role model) for others in how to solve problems
- share own experiences in problem solving
- carry out the proposed solutions and actually solve the problem, and then evaluate the result
- use a systematic problem-solving approach, conceptual thinking, and real problem assessment

It represents the ability to recognize and correctly name the problem in time, assess it, look at it from different angles, choose the right way of dealing with it, to carry out the solutions, and finally evaluate the result.

TEAM LEADER

He/she is able, knows, can:

- identify which components in the problem or procedure are at risk
- propose a procedure that could be used to solve the problem
- formulate assumptions on potential barriers holding back the solutions
- evaluate and decide on different solutions available (own proposals and proposals of others)
- proceed systematically in solving the problem, evaluate the achievement of the sub-goals and set further goals
- act without external impulses and ready solutions, instead he/she initiates the analysis of the problem on his/her own
- diagnose mistakes and propose new solutions
- decide if the proposed solution makes sense
- apply the final solution in specific situations and generalize it to other cases
- justify and defend solutions
- conclude the outcomes after the whole problem solution has been assessed
- change own conclusions based on new information or changed conditions
- not to perceive appearance of a problem in a negative way, rather taking it as a common part of work and approach it constructively
- assess the problem and look at it from different viewpoints, and choose the right way of dealing with it
- distinguish what is essential and what irrelevant
- perceive the causes, consequences and wider context of the problem

INSTRUCTOR

He/she is able, knows, can:

- perceive the importance of material resources for running a project (organization)
- deal with material and technical support in a reasonable way
- create budget with external support
- identify possible sources

(Fundraising) The ability to provide material resources needed to carry out activities.

TEAM LEADER

He/she is able, knows, can:

- create a budget alone
- prepare an application for a grant

HEAD OF TEAM

He/she is able, knows, can:

- solve various administrative, logical and content-related problems connected to fundraising
- combine different sources
- lead an organization (a project), which is financially stable and dispose of multi-sources



Ability to motivate

INSTRUCTOR

He/she is able, knows, can:

- take some steps to influence/persuade others
- use methods of direct persuasion – he/she refers to facts, numbers, purpose and uses specific examples, visual aids, demonstrations, etc.
- prepare information for a presentation consistently and formulate at least two or more arguments for discussion
- present simple topics or topic he/she is familiar with to smaller groups

Challenge:

He/she does not adapt to the level of the audience sufficiently.

It represents an aim to persuade, influence, and have effect on others in order to gain their support for the own agenda or in order to influence them significantly.

TEAM LEADER

He/she is able, knows, can:

- target the impact of own actions and words
- customize presentation or discussion to audience's interests and needs
- anticipate the effect of own actions, presentations and performance
- take advantage of unusual actions and activities to achieve specific impact
- present well only with minimal shortcomings in his/her verbal and non-verbal presentation
- manage presentations and deal with strangers or a wider group of people

HEAD OF TEAM

He/she is able, knows, can:

- plan and prepare presentations in a way they can be adjusted to the audience in order to influence or persuade it
- anticipate and prepare for the reaction
- manage excellent verbal presentation in mother tongue
- engage the audience thanks to his/her nonverbal communication
- present and communicate in a foreign language after preparation
- eliminate jitters so that it does not affect his/her ability to attract and persuade others
- use different forms and methods of influencing and persuading others
- suggest and implement influencing strategies according to the specific situation and development level of the audience
- actively seek for solutions, new activities, procedures and options to convince and influence others
- create a partnership and build trust
- provoke others to act by his/her words and actions

Persistence (Performance)

INSTRUCTOR

He/she is able, knows, can:

- achieve reliable and stable performance most of the time
- he/she faces problems exceptionally
- focus on both the performance and outcome
- recognize significant steps leading to the outcome
- receive feedback formally
- if it is necessary, he/she can develop
- align some personal and team priorities

It is one of the most important working competencies and represents an interest in working well or in accordance with the standard of excellent performance. It is a predisposition to performance if we understand it as a result variable.

TEAM LEADER

He/she is able, knows, can:

- achieve reliable and stable performance on a regular basis
- perform significantly according to the needs of the entity assigning the task
- focus on both the performance and outcome
- recognize and take substantial steps to achieve own and team results
- work without intensive control
- respond to feedback and learn from mistakes
- align personal and team priorities
- maintain self-control and self-motivation, including self-improvement

HEAD OF TEAM

He/she is able, knows, can:

- regularly achieve an above-standard level of performance and result
- be an example (role model) in personal commitment
- be performance-oriented and result-driven
- merge personal and team goals
- have managerial preconditions for improving (own) performance
- receive and provide constructive feedback and suggest solutions based on it
- maintain self-control, self-motivation and motivation of others, including self-improvement

INSTRUCTOR

He/she is able, knows, can:

- adapt to changes and new approaches but only to the extent that ensures „survival“ to him/her,
- propose simple improvements based on strong incentives or clear instructions,
- actively process impulses from the surrounding community,
- come up with ideas for improving or facilitating work; usually he/she is unable to prepare or implement these ideas alone.

Challenge:

He/she perceives risks as a direct threat that often dissuade him/her from action.

He/she does not look for risky solutions.

It represents the ability to actively seek opportunities and initiate change and new ideas with an aim to achieve higher performance, economic growth, higher efficiency, quality or otherwise defined success and outcome. Creative thinking and work requires intuition, inner motivation, creativity in the creation of ideas, risk management and readiness for change.

HEAD OF TEAM

He/she is able, knows, can:

- initiate new and innovative ideas,
- inspire co-workers,
- use innovative and creative thinking,
- see things „differently“,
- carry out and use original and innovative ideas in practice,
- use strong intuition,
- use and appreciate original and good ideas in own community,
- work systematically with risks and their assessment, and minimize their potential to endanger own or team work.

TEAM LEADER

He/she is able, knows, can:

- actively look for opportunities to do improvements or changes,
- improvise and improve own work,
- use intuition to recognize opportunities and have enough courage and/or determination to carry out or promote own ideas,
- bring unusual ideas and design new procedures and solutions,
- perceive the risks associated with new ideas but does not deal with their systematic prevention.

INSTRUCTOR

He/she is able, knows, can:

- is aware that other approaches and opinions can also be of a great valuable, and he/she admits that based on those, he/she can change own opinion or way of acting,
- show respect and openness to different opinions and ideas,
- express interest in obtaining the necessary information or explanations needed to understand the changes happening.

Challenge:

He/she follows the original plan regardless the changing circumstances.

He/she uses the same approach regardless the changing situation.

It represents the ability to adapt to changes and dynamic circumstances.

TEAM LEADER

He/she is able, knows, can:

- make a reflection of own actions and what needs to be changed when the situation evolves or circumstances change,
- ask questions and/or explore phenomena to learn or collect more information on the changes happening,
- show active interest and have open mind,
- demonstrate a positive attitude and willingness to change own actions in line with the needs which occurred in a new situation.

HEAD OF TEAM

He/she is able, knows, can:

- welcome and support changes (even changes of working methods),
- think actively about a new way of working and planning what needs to be done differently for the sake of effective functioning,
- adapt to change by adjusting plans, policies, processes and/or systems,
- be an example (role model) of how to adapt and work effectively in a constantly changing environment,
- recommend strategies for implementing major organizational changes actively, in order to ensure easy transformation and/or integration of new processes and changes to existing organizational patterns,
- shift priorities and adjust strategies effectively as a response to new trends or risks,
- approach different situations in an inventive way constantly,
- be the initiator of the creative process and discover creative solutions of the challenges.

Autonomy

INSTRUCTOR

He/she is able, knows, can:

- perform activities automatically without thinking about them,
- imitate what was already seen or experienced by him/her.

Challenge:

A young person on the threshold of true independence.

At this stage, he/she does not have the prerequisites to carry out independent and creative actions.

Although it is an autonomous activity in which a young person brings his/her individuality, it is based on some model example and previous experience.

It represents the ability to work on own task in a focused, conscious and persistent way. An individual young person who tries to work as much as possible without help of the others. He/she knows own strengths and weaknesses. Excessive control is not needed.

TEAM LEADER

He/she is able, knows, can:

- create new outcomes independently that may not be fully innovative and original, but are products of the inner world of a young person,
- think creatively and work while achieving a high degree of autonomy.

HEAD OF TEAM

He/she is able, knows, can:

- acquire and use the experience of transforming original solutions into practice,
- share this competence in form of good examples with others,
- as a mentor motivate others to be independent and innovative.

INSTRUCTOR

Passive participation

A young person in the position of a non-participating observer. A young person may be asked to give his/her opinion or recommendations, but these may not be considered.

Moderate participation

A young person balances between a member/non-member position or is involved to some extent. The initiative is on the side of the organization respectively members or senior members.

Level of consultation

Two-way communication is carried out to get feedback from the young person on the presented plans.

Active approach represents the will to act beyond work responsibilities, requirements and expectations. This attitude is demonstrated by suggestions for work improvement, increasing work performance and results, finding or creating new opportunities, and solving problems.

TEAM LEADER

Active participation

A young person is a member of the group, acquires the competences and habits of the group, in order to participate fully in its activities. The young person is encouraged to introduce topics he/she is interested in.

Level of engagement

An actively facilitated young person's involvement to support identification of challenges and perceiving different perspectives of this young person, whose inputs are considered in the decision-making process.

HEAD OF TEAM

Comprehensive participation

Young person is an integrated and active part of the group. He/she plays an active role in decision-making, planning, implementation of activities as well as in their assessment.

The level of cooperation

Cooperation goes in the spirit of partnership; participants in this partnership complement and mutually identify and address the challenges together. Decisions are carried out based on shared decision-making.

Initiator

Young person actively presents own ideas and transforms them into realization. He/she creates new opportunities to self-realization, and also to succeed for the organization and target groups of the organization.

Stress resistance

INSTRUCTOR

He/she is able, knows, can:

- use stereotyped and automated ways to overcome stressful situations, if he/she has personal experience with similar situations already
- act and behave appropriately in stressful situations

It represents a readiness level and an ability to resist stress, face obstacles, failures and overcome frustration.

TEAM LEADER

He/she is able, knows, can:

- deal with stressful situations in commonly used ways, can deal, act and respond to them,
- change his/her usual ways of acting in stressful situations without negative stressful consequences being caused

Challenge:

A young person facing situations in which he/she does not have enough experience.

Solving stressful situations requires increased efforts and developing new competencies, while such a situation should be faced with an open mind.

HEAD OF TEAM

- A young person who is outside of his/her comfort zone more often than inside of it.

He/she is able, knows, can:

- adapt to any unexpected and stressful situations and overcome obstacles with ease
- deal with failure with ease, and see failure as a catalyst of further development
- share this high-level competence with others, and as a mentor to prepare others to overcome similar situations



PROJECT IMPLEMENTERS

Regional Youth Council of Žilina

Regional Youth Council of Žilina (RMŽK), founded in 2001, is a democratic, voluntary association, independent of any political parties and movements. The RMŽK associates 62 member organizations, including youth organizations, student councils and youth parliaments.

The mission of the RMŽK is to represent the legitimate interests of children and young people, thus helping to create conditions for the all-round development of children and youth of the region of Žilina in physical, mental, spiritual and social sense.

The activities of the RMŽK have long-term focus on participation, active citizenship and structured dialogue, human rights and prevention, volunteering, youth work, health and healthy lifestyle of young people.

Among the most prominent activities and projects of the RMŽK are accredited education programs: Leader of the School Board, Awarding Active Citizenship and Humanity, On-line simulated youth elections, cooperation with municipalities in preparation of work concepts concerning youth, development of youth councils and others.

Web: www.rmzk.sk

Council of Children and Youth of the Moravian-Silesian Region - RADAMOK

RADAMOK was founded in 2000 as an umbrella organization of youth non-profit associations in the Moravian-Silesian Region. Its main mission is to support the legitimate interests of children and youth and to support its members in methodical, personal and legal fields. It associates more than 20 organizations and represents almost 30,000 children, young people, leaders and instructors.

RADAMOK acts as an umbrella support organization for non-profit organizations working with children and youth. It provides help with leadership training, accident insurance and accountability for children and youth activities, helps young people to fundraise for their activities, offers networking, participation, and active dialogue, and provides materials, methodical and legal services to the organizations.

Emphasis is placed on direct work with youth – education of leaders and instructors (camp schools, exchanges of experience, and seminars on current topics), physical workshops, youth participation at local level, competence development programs, project marketing to fundraise for youth initiatives, etc.

Web: www.radamok.cz

