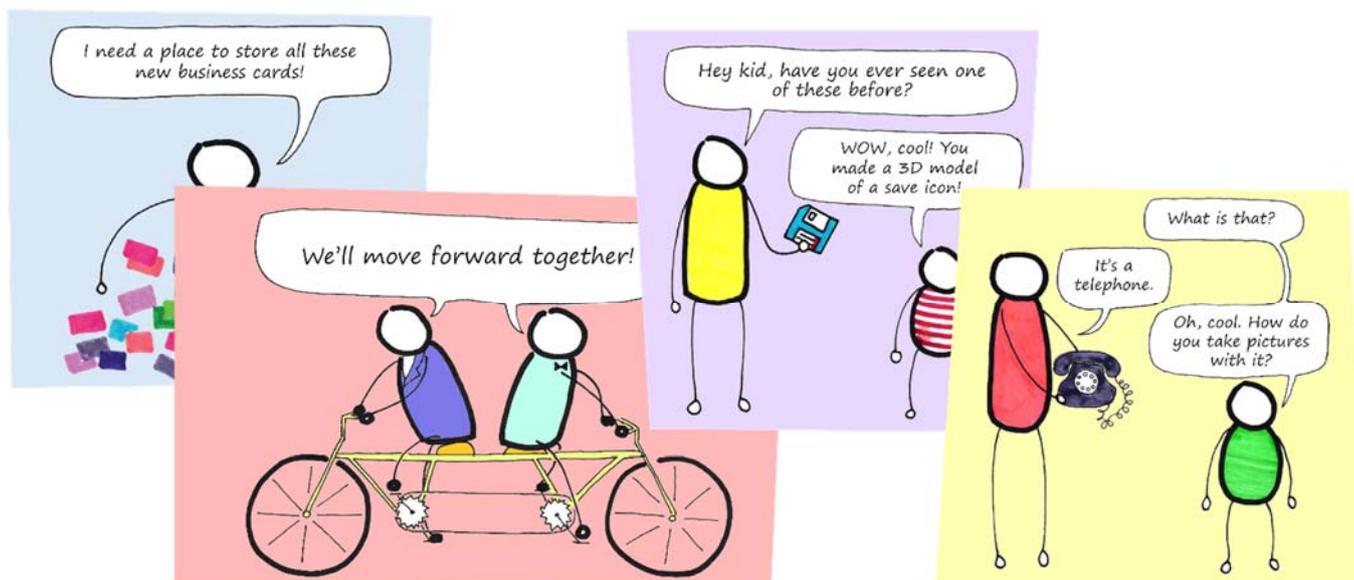


Intellectual Output 1 - Research on youth work in Croatia, Italy, Latvia and Lithuania

National Report Template (Latvia)

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Introduction

Please, describe here:

- The organization that was responsible for the research
- The information sources you have used for the identification of already existing open educational resources for youth workers
- The local/national/international stakeholders that have been involved in the conduction of the research (online survey and focus groups)

This document describes the situation in youth work in Latvia as well as the results of an online research on the needs of youth workers in the four areas that are at the focus of the project and it contains a short overview of Open educational resources (OER) suitable for youth workers.

The research in the framework of this project was organized and coordinated by LIKTA. The Latvian Information and communications technology association (LIKTA) is a non-governmental professional organisation, encompassing the ICT industry and leading universities, ICT professionals, established in 1998. It represents more than 27.000 ICT professionals in Latvia. Its objectives are to promote and further the development of Information Society, provide ICT skills evaluation, training and certification for individuals and SMEs and to support ICT industry growth in Latvia. It is one of the leading e-Skills and e-Inclusion stakeholders in Latvia. It is coordinator of e-Skills development initiative Latvia@World (L@W), engaging more than 180.000 participants since 2005. It is the coordinator of "National partnership for e-Skills and jobs" since 2013. It is implementing projects, developing ICT training program and ICT training activities in close cooperation with the Ministry of Economics of Latvia, Latvian State Investment and development Agency, State Employment agency, regional municipalities, various sector industry associations and NGOs.

LIKTA has also a long term experience working with different types of youth workers: teachers in general education system, e-Facilitators of telecentres and libraries, career consultants of State employment agency. LIKTA has been helping youth workers in their work to motivate young people to choose STEM and particularly ICT careers. On policy level LIKTA cooperates with Ministry of Education and Science of Latvia, State Employment Agency, Ministry of Economy of Latvia, Confederation of Employers and leading Universities to promote policies and initiatives supporting STEM and employers based (dual) education models. LIKTA is a member of several high level working groups in Latvia which are addressing these issues. On practical, implementation level LIKTA is running several initiatives and large scale projects which are helping to provide innovative, latest technologies based ICT and entrepreneurship trainings for both- youth workers and young people, in cooperation with ICT companies, universities and regional non- formal education centers and libraries. Many of these activities involve young people in non-formal coding activities, creation of digital content and digital entrepreneurship and e-participation. LIKTA is the co-organizer and coordinator of Latvian Olympics in Computing, organizer of ICT professionals day for students and young specialists and ICT career

days within the E-skills for Jobs campaign. LIKTA has developed more than 15 training programs dedicated to youth worker skills upgrade which have been submitted and are recognized by State Employment agency of Latvia.

In order to identify already existing open educational resources for youth workers several methods and information sources were used. Firstly, the search was carried out to identify the national OER that are available in native language (Latvian). As the ministry of Education and science bears the responsibility for youth policy development and implementation in Latvia, their website was investigated to identify the available information on state policy regarding youth, statistical data, and methodological material for youth workers. Their website (<http://www.izm.gov.lv/lv/jaunatne>) has contains information also youth organisations, guidelines for the organization of youth work on municipality level and the establishment of a municipal youth centre, guidelines for the establishment of youth information centre, instructions for the assessment of youth work in municipality. There is also information on European Union Youth Policy.

Ministry website has also a link to the portal for young people and youth policy www.jaunatneslietas.lv. The investigation of other materials was carried out through the online key-word search, the search of web-pages of organizations that work with young people.

In order to identify European open educational resources for youth workers in the English language the search was carried out using key words (e.g. youth, youth policy, youth work, young people, youth worker training, youth worker competence, etc.).

The local and national stakeholders that have been involved in the conduction of the research were reached by using several methods:

- open call to participate was announced;
- information about the survey was published on the website for teachers: www.skolotajs.lv;
- information to schools was sent out by Ministry of Education and Science;
- LIKTA sent out invitation letters with a request to participate in the survey to adult education and youth centers using their contacts database;
- organizations that have been involved in youth work were sent out online invitation to participate in the survey.

In order to form focus groups organizations that work with youth and have rather vast experience were acknowledged and their youth workers were invited to participate in focus groups. Among these organizations were youth centers, training centres, libraries, Microsoft, IT Cluster Latvia, NGOS, ECDL centers. The first focus group meetings were held for each group separately through the internet service Skype. The decision to organize meetings in this format was made because the focus group participants represent different regions of Latvia located in a relatively large distance from each other, and in everyday life are employed at various institutions, so all group members' participation in the meeting in Riga for problematic. The

possibilities of today's technology can provide the effect of presence and engagement in discussions without physical presence in the same room. During focus group meetings the participants were introduced to the idea of the project, there was an exchange of opinions on youth work issues related to each focus group specific themes, challenges, positive experiences. The participants expressed their views on the planned platform, teaching and learning materials. The focus groups final face to face meeting took place during Get Online week 2017 in Riga when the participants were introduced to the results of the study - survey results and participants' views, as well as the overall statistics - research results in all partner states. During the meeting the participants had a possibility to discuss the results and exchange their views in relation of the research and the acquired results.

The current situation of Youth Work

A thoughtful scenario of local/national Youth Work

Please, based on the results on the online survey and the focus groups, describe here:

- The national legal framework and major stakeholders
- The demographic and professional representation of youth workers in your country
- The most represented sectors where youth workers operate in your Country
- A general training needs analysis focused on the four thematic areas covered by the project

National legislation on youth work

In Latvia the Saeima (The Parliament of the Republic of Latvia) has adopted and the President has proclaimed **the Youth Law** that is in force since 1 January, 2009. The purpose of the Youth Law is to improve the life quality of young people by promoting their initiatives, participation in decision-making and social life, as well as by supporting youth work. The Youth Law determines the persons involved in the implementation of the youth policy and the competence thereof in the field of youth policy, youth participation in the development and implementation of youth policy, as well as the basic principles for financing youth initiatives, for participation in decision-making and social life and for youth work.

State youth policy is implemented by government institutions and local authorities according to their competence. In Latvia Ministry of Education and Science ensures the development and the coordinated implementation of the single State policy in the field of youth.

Youth policy is a set of purposeful activities that can be implemented in all fields of state policy and which stimulates the valuable and comprehensive development of young people, involvement in society and improvement of life quality. Youth policy is an interdisciplinary policy, which is realized by various state and local government institutions according to their competency, as well as by youth organizations and other physical or legal persons. Young people also participate in the creation and

implementation of youth policy. The national youth policy of Latvia defines youth as between **13-25 years**.

Youth policy is based on seven principles: 1) partnership principle; 2) information availability principle; 3) equal opportunities principle; 4) observance of youth interests' principle; 5) favourable economic premises principle; 6) youth integration principle; 7) mobility and international cooperation principle.

Based on Youth Law there are other laws accepted that regulate:

- work of Youth Advisory Council (Regulations on Youth Advisory Council <https://likumi.lv/doc.php?id=266624>),
- training of youth work specialists (Regulations on training of youth work specialists that set out training system – necessary skills, competences and knowledge to work as youth work specialist according to professions standard <https://likumi.lv/doc.php?id=185445>)
- procedures for receiving financing from the state budget (Regulations on procedures for receiving financing from the state budget, which is provided for promotion of young people initiatives and participation in decision-making and social life, as well as for youth work that regulate process of open call procedures for financial support from the state budget <https://likumi.lv/doc.php?id=261698>)

In order to ensure the legal status of the persons who plan and carry out the work with the youth, professional standards for Youth Affairs specialist and youth worker were developed, which set out their duties and responsibilities as well as the requirements for their professional competences.

Youth worker works at an institution that carries out work with youth and his/her main duties and responsibilities are:

- carry out work with youth, involving them into youth work implementation and evaluation;
- provide consultations to youth on acute themes, provide information accessibility on issues of youth policy and information circulation.

Youth Affairs specialist's main duties and responsibilities are:

- carry out work with youth in cooperation with youth policy creator;
- prepare suggestions to improve youth policy;
- implement and coordinate education activities, projects and programs in youth policy area;
- promote voluntary work and involvement in decision making process.

To get knowledge and skills necessary to carry out professional duties, youth affairs specialist has to acquire a program (80 hours of training) within two years from the day when he/she starts work as a youth affairs specialist. Methodical recommendations

"BEGINNER'S PORTFOLIO. Youth work in municipalities
http://www.izm.gov.lv/images/jaunatne/metodiskais_WEB_samazinats.pdf."

Among the most required competences are: identification of problems, development of action plan, and communication with stakeholders on various levels as well as decision making skills and youth involvement.

On the local level the main actors in youth policy are the municipalities and the institutions subordinated to them, as well as the institutions subordinated to line ministries and their local structural units.

One of local government's functions is planning and implementing youth work, by taking into consideration the basic principles of youth policy and the documentation for the planning of state youth policy development.

Each local government creates its own institutional system for youth work, by appointing the responsible institution or responsible employees for implementing youth work. A local government is authorized to recruit a specialist on youth affairs, establish a youth centre, Advisory Committee on Youth Affairs or Youth Council.

Municipal youth affairs specialists work with young people and youth initiative groups and with youth organizations in different directions: engaging leisure time, voluntary work, non-formal education, ensuring of youth participation in the local municipal administration.

Main areas of responsibility of municipal youth affairs specialists are to solve youth-related issues by cooperating with youth organizations and youth initiative groups, promote the cooperation of the municipal agencies on youth issues, organize informative and educational activities by involving municipality workers, youth organizations, youth initiative groups and the youth, coordinate the involvement of the youth into social life activities and to provide methodological assistance to other municipality workers on youth issues. These specialists also come up with suggestions to the Ministry of Education and Science on improving the state youth policy, as well as to the municipalities in coordinating and implementing youth policy.

Advisory Committees on Youth Affairs are institutions established by municipalities with a deliberate function on implementing youth policy and organizing youth work. For the most times the assignments of such committee are to analyze, evaluate and draft proposals for youth policy and strategy making and implementing in the municipality. The objectives of the committees are to attain cooperation and coordination of interests among municipal and state institutions, education establishments, enterprises and youth nongovernmental organizations for drawing up focused and long-term youth policy and its development in the municipality. Board members are usually representatives of municipality and youth organizations, sometimes also representatives of youth initiative groups.

Several parties are involved in youth policy development and implementation: the Ministry of Education as a coordinating institution on youth policy, other ministries (Ministry of Culture, the Ministry of Defense, the Ministry of Welfare, the Ministry of Health and State Agency for International Programs for Youth) and local government institutions, youth organizations, youth initiative groups, as well as associations and

foundations, trade unions, employers' organizations, religious organizations, political parties, companies and youth researchers and youth workers who perform work with youth and whose target audience is young people.

As a result of implementing the youth policy, stakeholders (state and municipality institutions, youth organizations, etc.) promote the initiatives of young people, their participation in the decision-making processes and social life, support youth work and provide youth with easier transition to adult status envisaging corresponding activities for personal development of young people.

Starting with 2010 a youth information network is established involving different stakeholders on national (state institutions), regional (municipalities) and local (communities, NGOs) level in order to provide relevant and up to date information to all young people as well as to raise public awareness on the role and necessity of the youth work. This network is based electronically in the portal of youth issues www.jaunatneslietas.lv.

Agency for International Programs for Youth (<http://jaunatne.gov.lv/>) is subordinated to the Minister of Ministry of Education and Science of the Republic of Latvia. The objective of the Agency is to promote youth voluntary service, activities and mobility (e.g. with EU, Eastern Partnership, MEDA countries, etc.). The Agency implements non-formal learning and information programmes and projects targeted at youth and those working with youth, and supports the link between non-formal learning and lifelong education.

The results of an online research on the needs of youth workers

According to the online survey data the average age of the respondents is 40 years where the largest majority (83 %) were females whereas males only 17%.

Very similar situation was observed also in year 2015 when Ministry of Education and Science carried out research on situation in youth work in municipalities¹ where it was observed that the absolute majority of the youth workers - 88% - is women and only 12% - men. As it is stated in the report this is one of youth work problems, especially in the context of the possibilities for involving young people - boys.

The Ministry research showed that the majority - 81% - involved in youth work have a higher education, yet 13% - incomplete higher education (including those who are currently studying), and only 6% have a lower level of education.

Very similar situation is observed from the online survey data - the great majority of the respondents have higher education - 3 % have post university degree, 59 % have masters' degree (59%) and 31 % - bachelor's degree. Only 7% of the respondents have college or vocational education.

As Latvia has a strong and excellent tradition of hobby and interest education, providing large proportions of the youth population with versatile opportunities for meaningful out – of - school activities also the respondents represent a wide variety of work places:

¹ WORK WITH YOUTH IN MUNICIPALITIES. Case study.

http://www.izm.gov.lv/images/statistika/petijumi/jaunatne/Jaunatnes_politika-pasvaldibas_Laboratory_zinojums_2015.pdf

schools (43%), libraries (12%), community centers and cultural centers (5%), museums and institutions organizing outdoor activities (3%). Other work places indicated constitute 12 % and they are: state employment agency (11 respondents), state institution (9 respondents) and youth centers (6 respondents).

The fields of work where youth workers are involved are rather varied: 20 % of the respondents are connected with ICT, 11% with culture, 7% with music and arts, but 50 % of the respondents belong to "other" category. The respondents have indicated career guidance, teaching, employment, project work, social work, etc.

The age group, the majority of the respondents work with, is 17-20 year old young people (35%), 28 % of the respondents work with youth between 12- 16 years of age, 22% mainly work with the young people between 21 and 25. Although the national youth policy of Latvia defines youth as between 13-25 years, 15 % of the respondents have marked that they mainly work with people between 26 to 30 years. In most European countries, young people are most often defined as a person aged 15 to 30 years, in EU projects support is provided to young people aged 15 to 29 years. Specialists involved in EU projects work also with young people from 25-29 years.

In the survey youth workers were asked to state which aspects were more critical or important for the quality of their present work with youth. The results show that the most relevant issue for youth workers in Latvia is the cooperation with stakeholders (72 respondents), followed by - reaching out to young people (52 respondents), but usage of digital tools was marked as important by 44 respondents. Policy impact was marked by 11 respondents.

In order to provide the youth workers with relevant training to improve their competence they had to self -assess their competence in the four areas that are at the focus of the project.

Cooperation with relevant stakeholders

Please, based on the results of the online survey and the focus groups, describe here:

- ➔ The most important competencies to be developed for the up-skilling of youth workers in this specific area
- ➔ A brief description, with links and useful reference, of the open educational resources that you have identified at EU and national level
- ➔ The learning methods identified during the focus group
- ➔ The composition and the characteristics of the participants at the focus group, by filling the table below

In the area of cooperation with relevant stakeholders the youth workers were offered to self-assess their skills in three essential competence groups:

1. Strategic analysis of stakeholder's priorities and expectations, including the legal and administrative framework, as well as their relevance to the youth and community development;

2. Building and maintaining collaborative relationship, through negotiation and adaptability, taking advantage of multi stakeholders cooperation and funding opportunities;
3. Public speaking, persuasive communication, effective presentation of the youth's needs and goals.

Cooperation with relevant stakeholders was evaluated as the most important aspect of youth work.

Overall the on-line survey respondents show medium - level of competence in all three areas. The lowest estimation was given to the competence of strategic analysis (evaluated with 3.28 out of 5.00). Building and maintaining collaborative relationship was evaluated with 3.49 out of 5.00. The results show that the youth workers are more confident about their public speaking skills (evaluated with 3.68 out of 5.00).

Participants of the focus groups admit that it is essential to build effective cooperation with stakeholders, especially on local level to have coordinated implementation of various activities to achieve common goals. It is important to be able to establish cooperation with different stakeholders on several levels: stakeholders who can be consulted to identify current issues, stakeholders who can be involved in collective discussions, exchange of opinions, joint decision-making and activity implementation.

In Latvia each local government creates its own institutional system for youth work, so it is important to engage with communities to promote the interests and contributions of young people. To be able to do so youth workers have to acquire principles of effective communication, range of different communication styles and how to apply them in engaging with the local community.

Open educational resources in the area of cooperation with relevant stakeholders:

[Latvian Association of Local and Regional Governments Youth Network Coordinating Working Group](#) - It provides information on Latvian local youth support network and its coordinating working group, which includes local government officials, representatives of regional planning, representative of Ministry of Education and the representative of the Latvian association of Local and Regional Governments. This article is useful for those who are interested to understand the structure of possible stakeholders and who are interested in the possibility of promoting cooperation between youth policy stakeholders and to support youth work in municipalities.

[TUESILV Manual for work with children and young people](#) - The manual is designed as a practical tool for anyone working with children and young people on a daily basis, especially in the regions of Latvia - youth workers, NGO leaders, youth project coordinators, etc. The manual contains a variety of sections. For example, young people's characteristics, work with young people, types and skills of participation, entrepreneurship, cooperation and communication.

[Reducing Youth Social Exclusion: situation in municipalities](#) - The study aims to find out how the support system for young people exposed to social exclusion is set up

and operates in educational institutions and local authorities, what are the good practice examples and where improvements are needed.

The study is a valuable source of information for those involved in work with young people, because it provides a detailed picture of characteristics the young people's risk areas, reflects specialists' and youth opinion, local government experience, provides recommendations for cooperation among schools and other institutions.

[Erasmus+: Youth in Action. Turn your ideas into reality](#) – Youth in Action is and what are the cooperation possibilities under the program. There are mentioned specific type of projects and potential project applicants such as NGOs, business, local governments, youth organizations, etc.

The participants of the focus groups have identified following learning methods:

- 1) Blended learning course;
- 2) Individual projects;
- 3) Final workshop to discuss methods and best practices to cooperate with stakeholders.

	Type of participant	Gender	Age	Main field of work	Type of organisation	Age-range of youths (only for YWs)
1	Teacher	female	44	ICT and digital	School	12-20
2	Teacher	female	60	ICT and digital	School	12-20
3	Teacher	male	28	ICT and digital	Municipal educational institution, School, Prison	12-25
4	Education specialist	female	47	Education	Municipal educational institution	12-20
5	Youth worker, teacher	male	31	Education, ICT and digital	Children and Youth centre, School	12-20
6	Project manager	male	38	ICT and digital, Business	Enterprise	26-30

Policy impact/influence

Please, based on the results on the online survey and the focus groups, describe here:

- ➔ The most important competencies to be developed for the up-skilling of youth workers in this specific area

- ⇒ A brief description, with links and useful reference, of the open educational resources that you have identified at EU and national level
- ⇒ The learning methods identified during the focus group
- ⇒ The composition and the characteristics of the participants at the focus group, by filling the table below

In the area of policy impact the youth workers were offered to self-assess their skills in two essential competence groups:

1. Analytical and critical understanding of policy documentation, statistics and socio-economic trends;
2. Strategic planning of activities for policy influence, monitoring and evaluation.

Also in this area the respondents generally have medium level of competence, where strategic planning skills are evaluated lower than analytical understanding of policy documentation. Strategic planning was evaluated with 3.18 out of 5.00, but analytical and critical understanding of documents with 3.45 out of 5.00.

The focus group members advised to equip youth leaders with special tools for planning, monitoring and evaluation.

Open educational resources in the area Policy impact/influence:

[Youth Politics](#) - Website section "Youth Policy" and its sub-sections comprise information describing how youth policy decision-making process is organized in Latvia, what are the priorities of youth policy and youth policy in municipalities.

[Youth Policy Implementation Plan 2016 - 2020](#) - The plan sets out the basic principles of the youth policy, the values, the most significant challenges, identifies directions of action, the main tasks and results to be achieved in the coming years.

[Volunteering Law](#) - The law aims to promote volunteering and to encourage public participation in volunteering. Target audience - anyone associated with a volunteer organization or participation in it.

The learning methods identified during the focus group discussions:

1. Webinar on best practices;
2. Online readings on EU policies in Youth area;
3. Practical workshop discussing demonstration of impact (can be online or face-to face);
4. Final work – group or individual thesis on impact measurement and political influence.

	Type of participant	Gender	Age	Main field of work	Type of organisation	Age-range of youths (only for YWs)
1	Head of the education centre	female	53	ICT and digital, education	Municipal educational institution	12-16
2	Education specialist	female	52	Education	Municipal educational institution	12-20
3	Ecotechnology specialist	male	31	Music and Arts	Cultural centre	21-25
4	Head of the ICT centre, teacher	male	47	ICT and digital, education	School	12-20
5	Policy maker, Education specialist	female	41	Education	Ministry	12-20

Reaching out to young people

Please, based on the results on the online survey and the focus groups, describe here:

- The most important competencies to be developed for the up-skilling of youth workers in this specific area
- A brief description, with links and useful reference, of the open educational resources that you have identified at EU and national level
- The learning methods identified during the focus group
- The composition and the characteristics of the participants at the focus group, by filling the table below

In the area of reaching out to young people youth workers were asked to self-assess their skills in three following competence groups:

1. Effective public relation and communication through social media, emotional intelligence and social sensitivity;
2. Carrying out needs analysis for the elaboration of individual mentoring and coaching plans;
3. Project management, logistic and organizational skills, problem solving and creativity.

In this area the project management skills were assessed with the highest scores reaching 3.83 out of 5.0. Carrying out needs analysis received the lowest score - 3.33 out of 5.0, but public relation and communication through social media- 3.52 out of 5.0.

The data prove that the youth workers competence in reaching to young people is on medium level, project management being the most developed.

The focus group participants noted the importance of **social networking** in reaching youth. Increasingly, the most effective and efficient way to communicate with a wide group of young people is through social networking sites such as Facebook or Twitter. These sites offer great free opportunities for promoting activities to young people and letting them know about upcoming events or club meetings. By creating a profile or 'group' on one of these sites, you can invite members in to the group, share information and photos with them and also help to encourage a more social atmosphere for members. It's a great way of keeping track of old members and finding new members. Existing members can invite others to become a 'friend' or 'member' of your group which expands your network immediately or they can share club information with friends simply by clicking a button.

Regarding the learning methods focus group members stressed the importance of active participation approach by providing content that is challenging, meaningful, and focused on competence - building, and by providing strong support and possibilities to feedback and exchange experience during learning process. Hands-on activities are also a great way to both motivate participation and to stimulate learning.

Open educational resources in the area Reaching out to young people

[The promotion of youth civic engagement in the pedagogical process](#) - The aim of this resource is to develop the theoretical approach of students` civic engagement formation and develop civic education programs through actualizing youth civic attitudes and prerequisites for the formation of civic engagement in the pedagogical process.

The resource actualizes the preconditions for the formation of the civic position of young people and civic participation in the educational process. It provides theoretical approach to the development of youth civic participation and civic education program. The themes described in the resource are essential for youth workers to succeed in reaching out to the young people and successful development of cooperation with them.

[Reducing Youth Social Exclusion: situation in municipalities](#) – This paper is meant for specialists working with young people, youth work organizers. The study aims to find out how the support system for young people exposed to social exclusion is set up and operates in educational institutions and local authorities, what are the good practice examples on how to reach out to young people and where improvements are needed.

[Youth work and team building and leadership in youth work](#) – Material can be used by young people, youth workers, young and experienced leaders. One of the key aspects in reaching youth and achieving the common objectives, as discussed in this material, is communication. The paper helps to understand the processes going on in the group and team formation processes among them also communication.

The learning methods suggested were:

- 1) Introductory webinar;
- 2) Online learning;

- 3) Best practices presentations;
- 4) Final work – presenting some online campaign to reach out to young people for specific audience or target.

	Type of participant	Gender	Age	Main field of work	Type of organisation	Age-range of youths (only for YWs)
1	Assistant director, teacher	female	49	Music and Arts, ICT and digital Education	School	12-16
2	Librarian	female	32	ICT and digital	Library	12-30
3	Head of the department	female	50	Education ICT and digital	Municipal educational institution	12-25
4	Careers Consultant	female	48	Education	Municipal educational institution	12-30
5	Youth affairs specialist	female	51	Youth work	Municipal establishment	12-30

Usage/exploitation of digital tools

Please, based on the results on the online survey and the focus groups, describe here:

- ➔ The most important competencies to be developed for the up-skilling of youth workers in this specific area
- ➔ A brief description, with links and useful reference, of the open educational resources that you have identified at EU and national level
- ➔ The learning methods identified during the focus group
- ➔ The composition and the characteristics of the participants at the focus group, by filling the table below

The fourth group of competence that youth workers assessed was related to the usage of digital tools for training, collaboration and personal work and there three specific skills were included:

1. Exploitation of digital and online collaboration tools for own personal work;
2. Effective use of ICT tools for the training and working activities for the youths;
3. Open digital content production and digital creativeness.

The survey data indicate that the youth workers feel more confident about the use of online collaboration tools for personal work (estimated with 3.79 out of 5.0), but the least confident about open digital content production (estimated with 3.07 out of 5.0).

Open educational resources in the area Usage/exploitation of digital tools

[Digital tool storage](#) - The document summarizes in a structured way links to various online tools or valuable, useful articles for daily work. Links are supplemented by a brief commentary on the relevant resource.

[Online collaboration tools](#) - Material has been designed to promote the use of advanced online collaboration tools and their integration into young people's daily life - work, learning, social and public activities. Training pack consists of teacher's books and student's book.

[7 Free Easy-to-Use Online Collaboration Tools – Make Teamwork Simple](#) - The author presents seven online collaboration tools: Dropbox, Google Docs, Slack, Skype, Google Hangouts, Trello, Asana. The article provides information on the possibilities of their usage, and comparison with other tools. The article is accompanied by video, links to other articles about these online tools, which provide the opportunity to learn even more.

[42 Online Collaboration Tools to Help Your Team Be More Productive](#) - The publication comprises information on 42 collaboration tools, divided into six thematic groups: Communication Tools, Design Tools, Documentation Tools, File Sharing Tools, Project Management Tools, Software Tools.

[E-course "Online Collaboration Tools in Education"](#) - The course is divided into three modules:

1. Theoretical introduction which aims to increase participants' understanding of the use of online collaboration tools, benefits and risks and present their technical aspects.
2. Methodology, which aims to promote the participants' understanding and the acquisition of skills for online collaboration tool use in pedagogical practice.
3. Practical use - to promote the use of teachers' knowledge and skills.

E-course is available for registered users, while the website www.eprasmes.lv subdivision "E-skills products" provides guidelines for the implementation of training and other materials for anyone interested.

The focus group underlined the transversal character of this learning module. In general – the digital tools that the youth workers will learn in this module have to support the learning/teaching of other 3 modules.

Therefore the content and methods of the Digital tools module are very much related to topics of 3 previous modules, particularly:

1. Project, Task and time management and planning digital tools;
2. Online collaboration tools;
3. Digital social media tools;

4. Online meeting organization;
5. Tools for organizing digital campaigns and surveys;
6. Digital data visualization tools to present project ideas and results to stakeholders.

The methods for learning of these Digital tools have been suggested following:

1. Introductory workshop: face-to face;
2. Online learning;
3. Individual project work applying the tools;
4. Interactive group work (depending on language skills, it might be national or international).

	Type of participant	Gender	Age	Main field of work	Type of organisation	Age-range of youths (only for YWs)
1	IT specialist, teacher	female	30	ICT and digital	School	17-20
2	IT specialist, teacher	male	27	ICT and digital	School	12-25
3	Project coordinator	female	54	ICT and digital	Education centre	26-30
4	Lecturer	female	40	ICT and digital	Education centre	12-16, 21-30

Overall the participants of the online survey in all areas show medium level of competence. The highest evaluation in self-assessment was given to project management, logistic and organizational skills (evaluated with 3.83 out of 5.00), followed by usage of digital and online collaboration tools for own personal work (evaluated with 3.78 out of 5.0). The competences that were assessed by the lowest scores were: production of open digital contents (scored with 3.07 out of 5.0) skills related to strategic planning of activities for policy influence, monitoring and evaluation (evaluated with 3.18 out of 5.0).

There might be some external factors that have influenced the results, e.g. a large part of the survey participants in their everyday professional life are connected with teaching profession where organizational skills and management skills are very essential.

Among other competences the youth workers have admitted that they need to acquire such skills as how to motivate non - active youth to participate in youth activities, competence in working with special needs or groups of young people (e.g. non-motivated, young mothers, marginal groups).

The Youth Work HD eLearning platform

Challenges and opportunities for a blended training course for Youth Workers

Please, follow-up on the main issues discussed in occasion of the four national focus groups and provide an overview of the main challenges and opportunities for the piloting of the Youth Work HD course in your country. In particular:

- Argument on the favorite learning methodologies of youth workers and their actual experience with eLearning platforms
- List and justify the presence of the most mentioned features that the Youth Work HD platform should include in order to meet the needs and the expectations of the target group

The majority of the participants of the online survey (56%) have admitted that they would prefer to study through blended courses, 29% have expressed their preference to frontal classes, 14% would likely study online.

Regarding the experience of online learning, 63% of the respondents indicate that they have such experience, but 37% admit that they have never used online platforms for learning purposes. There can be observed correlation between the youth workers previous experience of online training and their preferred learning method. Majority of those who have never used online training opportunities indicate that they would prefer frontal classes as a means of instruction.

Regarding the expectations of youth workers about the online platforms they have stressed as the most important feature the language of instruction. They would prefer it to be available in their mother tongue. They have pointed out that the online platform should be integrated with the work they do with youth and it should be interactive, visual, fun and easy to use. It might be achieved by integrating videos, audio files, case studies, interactive games. Another very important feature of the platform highlighted by the respondents is the possibility to collaborate with other participants.

The respondents indicate that the platform should include practical examples and activities.

Analytical review of European OERs for Youth Workers

Based on the results of the online survey, select one of the open educational resources identified with the preliminary desk research, which temporarily meets the following conditions:

- a) Covers the thematic area **for which your organization will be responsible to develop a training module** in the next step of the project implementation, namely
 - **Langas j ateitj** >>> *Cooperation with relevant stakeholders*
 - **EGINA** >>> *Policy impact*
 - **CTK Rijeka** >>> *Reaching out to young people*

➔ **LIKTA** >>> Usage of ICT tools

b) Presents at least three of the most important features identified with the online survey for youth workers:

- ➔ *it is interactive*
- ➔ *it is integrated with work you do with youths*
- ➔ *it is fun and easy to use*
- ➔ *it allows collaboration with other participants*
- ➔ *it is in English and in my mother tongue*
- ➔ *it provides certificates*
- ➔ *it includes good practices and references for additional information*

Once you have verified the eligibility of a specific OER, proceed with its analytical review and complete the information required in the following table:

Title in English	Project "Generation 0101" educational materials		
Author/s	Project partners		
Source	http://www.generation0101.eu/en		
Topics covered	<input type="checkbox"/> Cooperation with relevant stakeholders-companies, public authorities and other organisations working in youth field <input type="checkbox"/> Policy impact-examination of policy documents, lobbying on local, national, (pan)European level <input type="checkbox"/> Reaching out to young people-targeted promotion, organising volunteering, promoting active citizenship, impact on motivation of young people and working with marginalised groups <input checked="" type="checkbox"/> Usage of ICT tools-easier and safer communication, lowering the costs through usage of ICT tools in youth work, open educational resources		
Languages available	<input type="checkbox"/> Bulgarian <input checked="" type="checkbox"/> Croatian <input type="checkbox"/> Czech <input type="checkbox"/> Danish <input type="checkbox"/> Dutch <input checked="" type="checkbox"/> English <input type="checkbox"/> Estonian <input type="checkbox"/> Finnish	<input type="checkbox"/> French <input type="checkbox"/> German <input checked="" type="checkbox"/> Greek <input type="checkbox"/> Hungarian <input type="checkbox"/> Irish <input checked="" type="checkbox"/> Italian <input checked="" type="checkbox"/> Latvian <input checked="" type="checkbox"/> Lithuanian	<input type="checkbox"/> Maltese <input type="checkbox"/> Polish <input type="checkbox"/> Portuguese <input type="checkbox"/> Romanian <input type="checkbox"/> Slovak <input type="checkbox"/> Slovenian <input type="checkbox"/> Spanish <input type="checkbox"/> Swedish

BRIEF DESCRIPTION OF THE OER
Objectives and specific target group

Provide a generic and brief description of the OER, focusing on the aspects that are more relevant for the project and the three most important competences developed (refer to the previously mapped material)

Overall there are 7 modules: Online collaboration; Mobile application; Community web radio; Video; E-journalism; Web Design; Easy Coding. Most directly related to the project is module for Online Collaboration. This material is recommended for the training of youth workers as it provides rather wide insight into the topic of online collaborative platforms, tools, highlighting such important aspects as data protection, privacy, e-safety and e-security in Online Collaboration.

Evaluation of the teaching and learning process

After having personally experience at least a consistent part of the OER, please refer to the following question and qualify your answers in order to be useful for the development of the Youth Work HD platform:

- ➔ *Is there any guide/tutorial or navigational aids on how to use the OER?*
- ➔ *Would you evaluate the pedagogical approach as learner-centered or contents-based?*
- ➔ *Are the purpose, relevance and importance of the OER clearly identifiable in the introductory sessions/modules?*
- ➔ *Is there any specific reference to the learning outcomes and their adequacy to the current and future learning needs of the main target group?*
- ➔ *Is the OER gender-free and user-friendly? Does it present a conversational and simple language?*
- ➔ *How would you evaluate the presence of tasks, activities and self-assessment questionnaires?*
- ➔ *Is there any tool/service/resource that allows to monitor the progress, add feedback and offer learning support to the user?*

The material is aimed at promoting the professional development of staff and youth workers in ICT methodologies, as well as developing partnerships between education and employment and it consists of training material for students and guidelines for trainers. The recommended model of training is to have face to face studies, practical tasks, group work and online research by students.

Last lesson involves group work that involves technical applications from the previous lessons. Modules has been developed to introduce students with basic knowledge and to motivate them for further self - studies.

The resource is in pdf. format, structured into modules. Each module consists of themes and there is a table of contents.

As each course consists of lessons, each lesson consists of theoretical content, questions for group discussions, practical tasks, self-evaluation questions and resources for further studies each student can choose the theme he/she is interested in and acquire it. If you wish to study independently there are self- evaluation questions and tests.

The purpose, relevance and importance of the each module is clearly identifiable in the introduction where the aims and learning outcomes and necessary skills are defined.

The OER is gender-free and user-friendly and is presented in language understandable to any user.

There are enough tasks, activities and self-assessment questionnaires.

The resource does not include a tool that allows to receive immediate feedback and shows any students achievements and study outcomes.

Evaluation of the information and material content

After having personally experience at least a consistent part of the OER, please refer to the following question and qualify your answers in order to be useful for the development of the Youth Work HD platform:

- ➔ *Are the information and the provided material up-to-date, accurate and reliable, relevant and appropriate to purpose?*
- ➔ *Does it support equality and equity, promoting social harmony and inclusiveness? Is it law abiding and non-discriminatory?*
- ➔ *Is it authentic, internally consistent and localized?*
- ➔ *Does it encourage the learners' input to create localized content?*
- ➔ *How would you evaluate the dimension of the learning units/modules/packages?*
- ➔ *Are there links and references to other relevant resources? How are they organized and presented?*
- ➔ *Does the material include a date of release and indications on future expected revisions?*

Information and the provided material is up-to-date, accurate and reliable, easy to follow. It was created by project partners between 2014-2016.

The material supports equality and equity, promotes social harmony and inclusiveness. It is law abiding and non-discriminatory.

The material is already available in English and several other languages.

The materials are useful, as they cover 7 modules, several might be used for youth workers training and the goals of the project: e.g. online collaboration.

Lessons are short, clear and well - structured with on line material.

Links and references to other relevant resources are incorporated into text, and there are also references to other relevant resources.

The material has a link to the project website with more information about it and the time of material development.

Evaluation of the product's presentation and format

- ➔ *After having personally experience at least a consistent part of the OER, please refer to the following question and qualify your answers in order to be useful for the development of the Youth Work HD platform:*

- *Is there any open license clearly and immediately visible? Does it come together with an explanatory disclaimer and/or a link to the terms of reference?*
- *How would you evaluate the accessibility and potential for engagement of the user?*
- *Has the OER been designed in clear, concise and pleasing attractive style?*
- *Is there any specific communication channel to provide feedback and/or get in touch with a contact person/team?*
- *Are the provided material and content printable, reachable off-line and mobile compatible?*
- *Do they come in open formats for maximum reuse, adaptation and integration?*

The material is freely available and can be used for training purposes. Each page contains information that it has been developed the Erasmus + program, as well as the contact information for project managers if you have any additional questions. Teaching materials are not interactive, learning independently is not possible to get immediate feedback, but the outline and the subsequent tasks, self-assessment tests contribute to the achievement of the tasks and awareness-raising. The design is simple, the material structure - transparent and understandable. Contact information for communication with the project team is provided. The material is published in PDF format, it can be printed, downloaded and saved on a variety of media, as well as viewed on mobile devices. Material, if necessary, can be placed in different online environments, including YouthWord HD platform. It is marked that the materials are provided for educational and informational purposes only and cannot be used, circulated or distributed for any other purpose.

Evaluation of the technical system and used technology

After having personally experience at least a consistent part of the OER, please refer to the following question and qualify your answers in order to be useful for the development of the Youth Work HD platform:

- *Can you easily identify metadata tags about the OER's content?*
- *Is there any additional metadata tag about the duration, the difficulty level, the format and the size of the OER or its composing elements?*
- *How would you evaluate the use of free and open-source software and the compatibility across different platforms?*
- *Is the OER easily adaptable, portable and transmissible?*
- *Is there the chance to transmit the OER and the content created by the learners to his/her own e-portfolio?*

It is not possible to open the manual content's metadata. Content is offered in PDF format and may be published on different platforms without restrictions. Content is portable and available online and the content cannot be transmitted.

Analytical review of local/national OERs for Youth Workers

Based on the results of the online survey, select one of the open educational resources identified with the preliminary desk research, which contemporarily meets the following conditions:

- c) Covers the thematic area **that has been elected as the most relevant by the respondents in your country**, namely
- ➔ **Langas j ateitj** >>> *Reaching out to young people*
 - ➔ **EGINA** >>> *Reaching out to young people*
 - ➔ **CTK Rijeka** >>> *Reaching out to young people*
 - ➔ **LIKTA** >>> *Cooperation with relevant stakeholders*
- d) Presents at least three of the most important features identified with the online survey for youth workers:
- ➔ *it is interactive*
 - ➔ *it is integrated with work you do with youths*
 - ➔ *it is fun and easy to use*
 - ➔ *it allows collaboration with other participants*
 - ➔ *it is in my mother tongue*
 - ➔ *it provides certificates*
 - ➔ *it includes good practices and references for additional information*

Once you have verified the eligibility of a specific OER, proceed with its analytical review and complete the information required in the following table:

Title in English	Digital skills for future digital jobs
Author/s	Project partners
Source	http://eprasmes.lv/digitalas-prasmes-nakotnes-digitalajam-darbam/
Topics covered	<input type="checkbox"/> Cooperation with relevant stakeholders-companies, public authorities and other organisations working in youth field <input type="checkbox"/> Policy impact-examination of policy documents, lobbying on local, national, (pan)European level <input type="checkbox"/> Reaching out to young people-targeted promotion, organising volunteering, promoting active citizenship, impact on motivation of young people and working with marginalised groups <input checked="" type="checkbox"/> Usage of ICT tools-easier and safer communication, lowering the costs through usage of ICT tools in youth work, open educational resources

Languages available			
	<input type="checkbox"/> Bulgarian	<input type="checkbox"/> French	<input type="checkbox"/> Maltese
	<input type="checkbox"/> Croatian	<input type="checkbox"/> German	<input type="checkbox"/> Polish
	<input type="checkbox"/> Czech	<input type="checkbox"/> Greek	<input type="checkbox"/> Portuguese
	<input type="checkbox"/> Danish	<input type="checkbox"/> Hungarian	<input type="checkbox"/> Romanian
	<input type="checkbox"/> Dutch	<input type="checkbox"/> Irish	<input type="checkbox"/> Slovak
	<input type="checkbox"/> English	<input type="checkbox"/> Italian	<input type="checkbox"/> Slovenian
	<input type="checkbox"/> Estonian	<input checked="" type="checkbox"/> Latvian	<input type="checkbox"/> Spanish
	<input type="checkbox"/> Finnish	<input type="checkbox"/> Lithuanian	<input type="checkbox"/> Swedish

BRIEF DESCRIPTION OF THE OER

Objectives and specific target group

Provide a generic and brief description of the OER, focusing on the aspects that are more relevant for the project and the three most important competences developed (refer to the previously mapped material)

One of the challenges of youth workers are promotion of young people's career choices. Material consists of Infographics on four professions: Web developer, Game developer, Multimedia producer, Digital Marketing Specialist. They include the description of skills necessary for each profession, as well as the main duties. There is also training material on Web page development, creation of computer games, multimedia content creation and digital marketing that is a good help to attract more young people to study IT-related occupations, especially because in Europe there is noticeable lack of IT specialists. The 4 careers are selected from the list of careers proposed for young people by EU E-skills for Jobs initiative and are relevant for both - ICT and non ICT sector future jobs.

Training methodology and materials are meant for supporting students and young people aged 12-26 to develop digital skills for listed digital jobs.

Evaluation of the teaching and learning process

After having personally experience at least a consistent part of the OER, please refer to the following question and qualify your answers in order to be useful for the development of the Youth Work HD platform:

- ➔ Is there any guide/tutorial or navigational aids on how to use the OER?*
- ➔ Would you evaluate the pedagogical approach as learner-centered or contents-based?*
- ➔ Are the purpose, relevance and importance of the OER clearly identifiable in the introductory sessions/modules?*
- ➔ Is there any specific reference to the learning outcomes and their adequacy to the current and future learning needs of the main target group?*
- ➔ Is the OER gender-free and user-friendly? Does it present a conversational and simple language?*
- ➔ How would you evaluate the presence of tasks, activities and self-assessment questionnaires?*

- ➔ *Is there any tool/service/resource that allows to monitor the progress, add feedback and offer learning support to the user?*

The learning methodology is based on principle “learning by doing”, by graduating the trainings young people should develop their individual or team applications/projects.

The knowledge sharing includes discussion of the learning process, of the potential digital careers with coding and ICT application development and demonstrations of applications developed. The knowledge sharing activities are organized both on site and online.

Training materials are offered in .pdf format.

The material has a brief summary of the purposes of the resource. The content table helps to navigate and see what themes are included. Special navigation tools are not included.

One could say that the approach is basically content based, at the same time with a lot of practical examples, images that definitely help the student to acquire the content and it also promotes independent learning. Infographics added to the teaching materials provide guidance to four IT professions and could be used to accompany the training materials.

The program has been added to the training materials defining the target of training and also indicating the recommended length of training.

As previously mentioned, the training materials can be used together with infographics, so it can be considered that when acquiring a particular theme, the student is given a picture how to forward, what skills are necessary to acquire to become a skilled professional. The materials are suitable for both youth workers and young people themselves in the process of career planning issues.

The materials are freely accessible and user-friendly, written in a simple and understandable language, using literary style.

The material does not include self-assessment questionnaires.

The resource does not include a tool that allows to receive an immediate feedback and show students’ achievements and study outcomes.

Evaluation of the information and material content

After having personally experience at least a consistent part of the OER, please refer to the following question and qualify your answers in order to be useful for the development of the Youth Work HD platform:

- ➔ *Are the information and the provided material up-to-date, accurate and reliable, relevant and appropriate to purpose?*
- ➔ *Does it support equality and equity, promoting social harmony and inclusiveness? Is it law abiding and non-discriminatory?*
- ➔ *Is it authentic, internally consistent and localized?*
- ➔ *Does it encourage the learners’ input to create localized content?*

- *How would you evaluate the dimension of the learning units/modules/packages?*
- *Are there links and references to other relevant resources? How are they organized and presented?*
- *Does the material include a date of release and indications on future expected revisions?*

The 4 careers are selected from the list of careers proposed for young people by EU E-skills for Jobs initiative and are relevant for both - ICT and non ICT sector future jobs.

The material provides information on the creation date, i.e. - 2017. It up-to date and user friendly.

Information resources include a reference to the date when the resource was used (March 2017). This means that the information included is up to date and reliable.

The material supports equality, it is available and free to use for everyone, it does not contain a person or group of persons discriminating information.

Training materials are available in Latvian.

They have links to the resources used and the references are available at the end of the material. The resources used are in Latvian, English and Russian.

The date of release is specified on the cover of the material.

Evaluation of the product's presentation and format

After having personally experience at least a consistent part of the OER, please refer to the following question and qualify your answers in order to be useful for the development of the Youth Work HD platform:

- *Is there any open license clearly and immediately visible? Does it come together with an explanatory disclaimer and/or a link to the terms of reference?*
- *How would you evaluate the accessibility and potential for engagement of the user?*
- *Has the OER been designed in clear, concise and pleasing attractive style?*
- *Is there any specific communication channel to provide feedback and/or get in touch with a contact person/team?*
- *Are the provided material and content printable, reachable off-line and mobile compatible?*
- *Do they come in open formats for maximum reuse, adaptation and integration?*

The material is freely available and can be used for training purposes. There is a reference to the project. Training materials are structured by themes and sub-themes. They can be used for independent work, but some of the topics, such as digital marketing or website development platform Azure definitely can be better acquired together with the teacher. Materials are not interactive. The design is simple, the material structure - understandable. Contact information for

communication with the project team is indicated. The material is published in PDF format, it is printable, downloadable and can be saved on a variety of media, as well as viewed on mobile devices. Material, if necessary, can be placed in different online environments including Youth Work HD platform.

Evaluation of the technical system and used technology

After having personally experience at least a consistent part of the OER, please refer to the following question and qualify your answers in order to be useful for the development of the Youth Work HD platform:

- ➔ *Can you easily identify metadata tags about the OER's content?*
- ➔ *Is there any additional metadata tag about the duration, the difficulty level, the format and the size of the OER or its composing elements?*
- ➔ *How would you evaluate the use of free and open-source software and the compatibility across different platforms?*
- ➔ *Is the OER easily adaptable, portable and transmissible?*
- ➔ *Is there the chance to transmit the OER and the content created by the learners to his/her own e-portfolio?*

It is not possible to open the manual content's metadata. Content is offered in PDF format and may be published on different platforms without restrictions. Content is portable and available online. The content cannot be transmitted.

Analytical review of local/national OERs for Youth Workers

- ➔ *Brief overview of methodology implemented for the research of OERs (websites used, key words used, web portals used, etc.)*
- ➔ *Number of OERs selected*
- ➔ *Nature of the OERs selected (PDF Handbook, Web page, Video, etc.)*
- ➔ *Languages (Mother tongue + English, only mother tongue, only English, etc.)*
- ➔ *Topics covered (Policy Impact and ICT, only ICT, all of them, two of them, etc.)*
- ➔ *Nr. Of "recommended" OERs (recommended/not recommended)*

Various resources useful for youth workers were identified during the research. In order to identify already existing open educational resources for youth workers several methods and information sources were used. The main method was the use of key words to identify the web-sites that have the material. The search was made in Latvian – to identify OERs in Latvian, and in English - to identify European and international resources. Afterwards the websites and the material was studied and assessed to state their appropriateness and suitability for youth workers' needs, considering the themes of the project.

As the ministry of Education and science of Latvia bears the responsibility for youth policy development and implementation in Latvia, their website was investigated to identify the available information on state policy regarding youth, statistical data, and methodological material for youth workers. Their website (<http://www.izm.gov.lv/lv/jaunatne>) has a link to the portal for young people and youth policy www.jaunatneslietas.lv. In order to identify European open educational resources for youth workers in the English language the search was carried out using key words (e.g. youth, youth policy, youth work, young people, youth worker training, youth worker competence, etc.).

During the OERs search process nearly 60 resources were identified that could possibly be included in the list of selected resources. After content study and suitability assessment process 15 were selected as appropriate.

In the theme "Cooperation with relevant stakeholders - 4 OERs;

Reaching out to young people - 3 OERs;

Usage of ICT tools - 5 OERs;

Policy impact - 3 OERs.

8 of the selected resources were .pdf format documents (manuals and presentations), 6 websites and 1 blog. Most of the resources were in Latvian - 13, 2 resources - in English.

All of the selected OERs are suitable and recommended.

CONCLUSIONS

Brief summary of the report:

- *General overview of how the youth work framework looks like in your country (on the basis of what you presented in Vilnius' meeting);*
- *General overview of the research methodology implemented for the online questionnaire (channels used, people reached, issues, etc.)*
- *Main conclusions on how the training should look like (based on preferences expressed online and on focus groups);*

In Latvia the Ministry of Education and Science bears the responsibility for youth policy development and implementation. The Saeima (The Parliament of the Republic of Latvia) has adopted and the President has proclaimed **the Youth Law** that is in force since 1 January, 2009. The purpose of the Youth Law is to improve the life quality of young people by promoting their initiatives, participation in decision-making and social life, as well as by supporting youth work. The Youth Law determines the persons involved in the implementation of the youth policy and the competence thereof in the field of youth policy, youth participation in the development and implementation of youth policy, as well as the basic principles for financing youth initiatives, for participation in decision-making and social life and for youth work.

State youth policy is implemented by government institutions and local authorities according to their competence. In Latvia Ministry of Education and Science ensures the

development and the coordinated implementation of the single State policy in the field of youth.

Based on Youth Law there are other laws accepted that regulate: training of youth work specialists, work of Youth Advisory Council, procedures for receiving financing from the state budget.

Legal status of the persons who plan and carry out the work with the youth in municipalities and youth organizations, their duties and responsibilities as well as the requirements for their professional competences are described in professional standards for Youth Affairs specialist and youth worker.

The system of youth work in municipalities and Youth centers provides the possibility to reach young people around the whole country. There are also developed the methodology and general indicators of youth work evaluation of municipalities.

In order to carry out survey by using the on-line questionnaire the local and national stakeholders were involved by using several methods: open call to participate was announced; information about the survey was published on the website for teachers; information to schools was sent; contacts database of organizations that have been involved in youth work as well as of adult education and youth centers was used.

The preferred learning methods identified from online questionnaire and focus groups is blended learning where learners have a possibility to meet trainers and other learners during a number of classroom sessions and part of the training could be online as it gives more possibilities for learners to choose their own pace and time of studies. Blended learning would be more accessible to a wider audience as they would be able to learn without a lot of travelling to the training place so economizing time and finances.