Republic of Latvia

Cabinet

Regulation No. 159

Adopted 11 March 2021

**International School Regulations**

*Issued pursuant to*

*Section 5, Paragraph six, Section 7, Paragraph four, and Section 8, Paragraph two of the International School Law*

**I. General Provision**

1. The Regulation prescribes:

1.1. the aggregate of documents necessary for the registration of an international school (hereinafter – the school);

1.2. the procedures for the registration of the school in the Register of Educational Institutions (hereinafter – the Register);

1.3. the procedures for the evaluation of the respective documents and the issuance of the initial permits and the permits necessary for the implementation of international educational programmes;

1.4. the guidelines for the Latvian language, Latvian history and culture, Latvian nature and geography (hereinafter – the subject Latvian Studies) which cover the content of the subject and the learning outcomes planned in the achievement thereof for all levels of an international educational programme;

1.5. the procedures and criteria for the evaluation and approval of the subject Latvian Studies by the State Education Quality Service (hereinafter – the Service);

1.6. the procedures for the equalisation of the education acquired as a result of completing an international educational programme and the conformity with the level and type of general education of the Republic of Latvia.

**II. Procedures for the Registration of the School**

2. The school shall, in accordance with Section 5, Paragraph one of the International School Law, submit a submission to the Service for the registration of an international school in the Register of Educational Institutions and the issuance of a permit for the implementation of an international educational programme (hereinafter – the submission), and also the programme of the subject Latvian Studies.

3. The following information shall be indicated in the submission:

3.1. the name of the school in the official language and the original language, its legal address, the address of the site of the implementation of an international educational programme;

3.2. the founder of the school and the legal status of the school;

3.3. the date when the decision on founding the school was taken, the level of education, and the type of education in which an international educational programme is implemented;

3.4. the head of the school (given name, surname, information identifying the person);

3.5. the sources and procedures for financing the school;

3.6. other information which is considered significant by the school or the founder of the school.

4. Documents certifying the information indicated in the submission and the conformity with the requirements laid down in Section 4, Paragraph two of the International School Law, and also a sample of the international education document received after acquisition of an international educational programme shall be appended to the submission.

5. After receipt of the submission, the Service shall assess the documents submitted by the school, take the decision on registration of the school, and make an entry in the State Education Information System (hereinafter – the System), indicating:

5.1. the school and entering information in the Register in accordance with the laws and regulations regarding the content of the System, the procedures for its maintenance and updating;

5.2. the approved programme of the subject Latvian Studies.

6. The school shall receive an electronic notification from the System regarding the entries referred to in Paragraph 5 of this Regulation and entries regarding the permits issued for the implementation of international educational programmes.

7. If there is not sufficient information to assess the conformity with the requirements of Section 4 of the International School Law, the Service shall request that the school provides additional information. The school has the obligation, within 10 working days after receipt of the request of the Service, to submit the necessary additional information to the Service.

8. If the school has not submitted additional information or, upon evaluating the additional information submitted, the Service detects that the school does not conform to the requirements laid down in Section 4 of the International School Law, or the additional information submitted does not allow for the evaluation of the conformity of the programme of the subject Latvian Studies with the criteria referred to in Paragraph 20 of this Regulation, the Service shall prepare the decision on refusal of registration and notify it to the school. The reason for refusing the registration of the school shall be indicated in the decision.

9. The school shall, within a year from making an entry regarding the issued initial permit for the implementation of an international educational programme, submit documents to the Service in accordance with Section 5, Paragraph four of the International School Law, and also information regarding the implementation of the subject Latvian Studies. The Service shall issue the permit in accordance with Section 5, Paragraph five of the International School Law and make a respective entry in the System.

**III. Guidelines for the Subject Latvian Studies**

10. The objective of implementation of the subject Latvian Studies is to promote integration of educatees in Latvia, the development of proficiency in the Latvian language of educatees, their interest and knowledge regarding the State of Latvia, its history, culture, nature, and geography.

11. The learning outcomes planned in the acquisition of the subject Latvian Studies (hereinafter – the learning outcomes) shall include the basic concepts, general knowledge, basic skills and attitudes, reveal the final results in action, and are expressed in the following components of the study content:

11.1. the Latvian language – the educatee is interested in the acquisition of the Latvian language for successful communication, research of the cultural and historical heritage, and integration into the society of Latvia, intentionally uses the Latvian language as the means of communication, expresses, orally and in writing, his or her thoughts, feelings, and views in a clear, comprehensible manner that is appropriate for communicative situations;

11.2. the Latvian history and culture – the educatee is interested in becoming acquainted with the State of Latvia, its history, and the Latvian traditional and modern culture, rates the public, economic, cultural, and political processes in Latvia, gladly participates in cultural developments, notices interconnections in the European and global context;

11.3. the Latvian nature and geography – the educatee is interested in the research of diversity of the nature of Latvia, rates and analyses the geographical location, natural landscapes, and the impact of resources of Latvia on its culture, lifestyle, economic activity, and economic development.

12. The learning outcomes in the subject Latvian Studies are determined at the end of pre-school education, basic education, and secondary education level in the following components of the study content:

12.1. the Latvian language – in Annex 1 to this Regulation;

12.2. the Latvian history and culture – in Annex 2 to this Regulation;

12.3. the Latvian nature and geography – in Annex 3 to this Regulation.

13. The school shall implement the content of the subject Latvian Studies in each academic year within not less than three lessons per week.

14. The content of the programme of the subject Latvian Studies, the implementation conditions thereof, and the procedures for the evaluation of learning performance shall be determined in the model programme of this subject:

14.1. for the pre-school education level – in Annex 4 to this Regulation;

14.2. for the basic education level – in Annex 5 to this Regulation;

14.3. for the secondary education level – in Annex 6 to this Regulation.

15. The school may implement the content of the subject Latvian Studies according to the level of education as a single entity, as individual components of the content or the components Latvian History and Culture or Latvian Nature and Geography of the content, integrating them into the subjects of the international educational programme in accordance with Annexes 4, 5, and 6 of this Regulation.

16. The school may implement the acquisition of the subject Latvian Studies:

16.1. in the Latvian language;

16.2. in the Latvian language and in such teaching language in which the school is implementing the international educational programme, using the integrated approach of the study content and the language acquisition.

17. During the international educational programme an educatee may take:

17.1. a test in proficiency of the official language in accordance with the law or regulation regarding the procedures for testing proficiency in the official language;

17.2. the relevant State test work in the Latvian language in the school if it is implementing also a basic education or general secondary education programme of Latvia in accordance with the law or regulation regarding the State basic education or general secondary education standard and model educational programmes.

18. The school may issue a certification to the educatee for the learning outcomes of the content of the subject Latvian Studies and its acquisition. The full title of the subject, the period of acquisition of the study content (start and end date), the duration (number of lessons), and the outcomes of the acquisition of the study content shall be specified in the certification.

**IV. Procedures and Criteria for the Evaluation and Approval of the Subject Latvian Studies by the Service**

19. The school shall develop the programme of the subject Latvian Studies in accordance with the model programme of such subject indicated in Annexes 4, 5, and 6 to this Regulation.

20. The Service shall evaluate the programme of the subject Latvian Studies developed by the school, taking into account the following criteria:

20.1. the content and learning outcomes of the subject programme:

20.1.1. have been coordinated with the learning outcomes specified in this Regulation;

20.1.2. have been specified according to the level of education of the implemented international educational programme (at its end), the age, needs, and duration of learning of the educatee (academic years);

20.2. in the subject programme:

20.2.1. the learning outcomes integrated into the subjects of the international educational programme have been indicated (if applicable);

20.2.2. the total number of lessons per week, month, and in each academic year has been indicated and it conforms to Paragraph 13 of this Regulation;

20.2.3. the type of implementation of the study content has been indicated in accordance with Paragraph 15 of this Regulation;

20.2.4. the implementation language of the study content has been indicated and it conforms to Paragraph 16 of this Regulation;

20.3. the acquisition of the content of the subject programme is planned successively, taking into account the learning needs of educatees;

20.4. the evaluation of the learning performance allows to ascertain the performance of the educatee.

21. If the Service, after the end of the time period for the issuance of the initial permit, issues a permit for the implementation of an international educational programme for its accreditation period, the time period of the programme of the subject Latvian Studies shall be determined until the end of the time period of accreditation of the international educational programme.

**V. Equalisation of the Education Acquired in an International Educational Programme**

22. The type of an international education document received by an educatee shall conform to the sample which has been submitted to the Service in accordance with Paragraph 4 of this Regulation.

23. If the school issues a document to the educatee regarding partial completion of an international educational programme, it shall indicate the duration of studies, the acquired subjects and evaluations, and also information regarding the period (start and end date), the duration (number of lessons) of acquisition of the study content of the Latvian language, the Latvian history and culture, the Latvian nature and geography, and the outcomes of the acquisition of the study content in the education document.

24. The conformity of the international education document received after completion of the international educational programme with the level and type of general education of the Republic of Latvia is determined in Annex 7 to this Regulation.

25. If the title of the international educational programme or international education document is not included in Annex 7 to this Regulation, the school which is planning to implement such international educational programme not referred to in Annex 7 to this Regulation or the founder of the school shall submit an application and documents (for example, documents certifying the recognition of the international educational programme in the relevant country, sample international education document to be issued, information regarding quality assessment of the educational programme) to the Ministry of Education and Science for the equalisation of the international educational programme. The Ministry of Education and Science shall, within six months after evaluation of the documents received and receipt of the evaluation of the Academic Information Centre, prepare a draft law or regulation regarding the necessary amendments to Annex 7 to this Regulation and, in accordance with specified procedures, shall submit them to the Cabinet for approval.

26. If the name, status, or duration of the implementation of the international educational programme changes during its implementation, the school shall, within 10 working days, submit documents certifying the relevant changes to the Service.

Prime Minister A. K. Kariņš

Minister for Education and Science I. Šuplinska

**Annex 1**

Cabinet Regulation No. 159

11 March 2021

**Learning Outcomes in the Component Latvian Language of the Content of the Subject Latvian Studies**

**I. Learning Outcomes in the Component Latvian Language of the Content of the Subject Latvian Studies upon Finishing Pre-school, Basic School, and Secondary School**

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| Upon finishing pre-school, the educatee is stimulated to achieve the beginner’s level in the acquisition of the language | Upon finishing basic school the educatee is stimulated to achieve B1 level in the acquisition of the language | Upon finishing secondary school, the educatee is stimulated to achieve B2 level in the acquisition of the language |
| **1. Speaking Skills** |
| 1.1. Learns the pronunciation of sounds and the correct pronunciation of individual words |  |  |
| 1.2. Names objects of everyday use and activities | 1.2. Describes and characterises the objects, phenomena, people, activities, and various events related to the surrounding environment and to the acquisition of the study material | 1.2. Gives a sufficiently extensive description and characterisation, comparison, and also justification of his or her opinion |
| 1.3. Gives one-word answers to simple questions about himself or herself, familiar objects and activities which are performed on everyday basis | 1.3. Gives an extensive reply to questions about familiar topics, events, and activities of interest which are related to everyday life and the learning process | 1.3. Communicates on different, also less familiar, topics, historical and current events and situations in a sufficiently free manner |
| 1.4. Asks short, simple questions which are related to personal needs | 1.4. Asks questions in order to obtain the information that is necessary for himself or herself in everyday life, learning process, during a trip or a cultural event | 1.4. Formulates questions that are accurate in terms of their content and are related to obtaining information in different situations of domestic activities and studies, in discussions |
| 1.5. Engages in a conversation on topics that are of interest and are related to everyday life and studies: gives a short description of himself or herself, tells about a personally important object, event, everyday activity, using the vocabulary acquired | 1.5. Without prior preparation engages in a conversation regarding familiar topics and events of interest that are related to everyday life. Gives a short justification and explanation of his or her opinions and intentions. Tells about some issue related to the study topic, outlines the content of a significant book or film and expresses his or her attitude | 1.5. Quite fluently and without preparation engages in a conversation with the speakers of the Latvian language. Clearly and comprehensively outlines different topics which are related to personal interests, cultural and historical events, nature and economic activity of Latvia. Justifies and defends his or her opinion on any disputable question |
| 1.6. Uses the acquired words related to everyday life, including politeness, and the study material and short, simple sentences | 1.6. Tries to form a logically linked speech; however, not always successfully. Sometimes needs the support of the conversation partner, it is necessary to repeat or explain more complicated phrases/questions | 1.6. Forms a logically cohesive speech. Upon forming more complicated sentences or formulating a thought about more unfamiliar topics, finding of more accurate vocabulary is required in individual cases |
|  | 1.7. Speaks using extended sentences, there may be pauses when looking for the necessary words | 1.7. Has a corresponding speech rate |
| **2. Listening Skills** |
| 2.1. Listens and perceives sounds in words. Perceives and understands words that have been clearly pronounced at a slow rate and are related to the topic | 2.1. Understands texts spoken at a natural rate on familiar topics, related to his or her own experience, everyday life, interests, and the study material | 2.1. Understands texts spoken at a natural rate on different topics also if they are less familiar and are not related to his or her own experience |
| 2.2. Understands questions and information about himself or herself, everyday activities, and the study material | 2.2. Understands the most important information in a clear and literary correct speech on familiar topics. Perceives the main topic, understands the main information and the most important details (who, where, when, how, how much, etc.) in popular sources of information, and also in short conversations, narrations | 2.2. Understands an extensive speech which is complicated in terms of vocabulary and syntax if the topic is sufficiently familiar. Understands information in communication regarding specific and abstract topics in new situations. Almost completely understands the text in TV and radio news, films, theatre performances, public events |
| 2.3. Images are helpful in understanding the text heard | 2.3. Sometimes it is necessary to repeat the speech, to rephrase it and/or slow it down. Quite often the context is helpful in understanding the text heard | 2.3. Problems may be caused by background noise, unclear articulation of speech |
| **3. Reading Skills** |
| 3.1. Is familiar with printed letters |  |  |
| 3.2. Reads and understands shorts words most frequently used in everyday situations and in the learning process | 3.2. Reads and understands simple texts on topics related to his or her own interests and needs, events of the surrounding life, and the study material | 3.2. Reads and understands thematically different texts, also texts which are beyond his or her own interests or the study material, for example, fiction texts if they are in the modern Latvian literary language; however, at times a dictionary and/or explanations of more rarely used words might be necessary |
| 3.3. Reads and understands individual familiar words | 3.3. Identifies the main thought and the most important information in the read text (who, what, where, when, doing what, how, with whom) | 3.3. Identifies the topic and problems in the read text. Upon viewing an extensive and complicated text, finds information that is of importance to him or her. Understands the plot development, characters, emotions, and attitudes of persons in a literary text |
|  | 3.4. Understands the main information in the most popular and frequently used sources of information | 3.4. Distinguishes factual information from expression of an opinion in different sources of information |
| **4. Writing Skills** |
| 4.1. Understands the correlation between the sounds and the orthography of letters. Writes in block letters and his or her given name in an unlimited space. Uses all letters of the Latvian alphabet | 4.1. Writes information about personal topics, for example, an invitation to a birthday party | 4.1. Writes a text on topics and situations related to his or her own experience |
| 4.2. Copies words related to the seasons, days, celebrations, family members and other words related to the study material | 4.2. Takes brief notes of the information necessary to him or her | 4.2. Accurately writes down the most important information by listening, for example, to the text spoken by the teacher in the lesson |
|  | 4.3. Writes a simple, coherent text on familiar issues of interest, for example, a letter, by describing his or her experiences and impressions therein, mostly using unextended sentences and learned standard phrases | 4.3. Writes a sufficiently extensive, logically coherent text. Characterises in detail, outlines and justifies his or her opinion, compares it to the opinions of others. Upon formulating a thought on complicated and unfamiliar topics, there may be inaccuracies in the selection and use of individual words |

**II. Learning Outcomes for B1 Level in the Acquisition of the Language**

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| Upon finishing grade 3, the educatee is stimulated to achieve A1 level in the acquisition of the language | Upon finishing grade 6, the educatee is stimulated to achieve A2 level in the acquisition of the language |
| **1. Speaking Skills** |
| 1.1. Pronounces the sounds and words correctly | 1.1. Intones the sentences correctly |
| 1.2. Names and provides a short description of familiar people, objects, phenomena, and activities | 1.2. Provides a short description and characterisation of himself or herself, his or her everyday life, surrounding people, objects, phenomena, activities, and events |
| 1.3. Provides short answers to simple questions about himself or herself, his or her family members, place of residence, most important activities in everyday life | 1.3. Provides an answer to simple questions about familiar topics, events, or activities which are related to everyday life and the learning process |
| 1.4. Asks short, simple questions which are related to personal needs, everyday and learning activities | 1.4. Asks simple questions about familiar topics, events, or activities which are related to everyday life and the learning process |
| 1.5. Engages in a conversation regarding well-known topics which are related to the immediate surroundings and learning: tells, in a brief manner, about his or her place of residence, familiar people, everyday activities, and the learning material to be acquired. Formulates, in a brief manner, his or her attitude | 1.5. Engages in a conversation regarding familiar topics which are related to the immediate surroundings and the learning process: tells, in a brief manner, regarding a person, object, phenomenon, activity, or event.Formulates, in a brief manner, his or her attitude or informs of an opinion of somebody else (likes/dislikes, wants/does not want) and justifies it in a brief manner (in a few words) |
| 1.6. Uses short, simple sentences and learned phrases, including the most important phrases of politeness | 1.6. Uses simple sentences of different kinds and learned phrases, including phrases of politeness, when forming a short speech |
| 1.7. Speaks slowly, frequently requires the assistance of the conversation partner | 1.7. Speaks slowly, in short, simple sentences |
| **2. Listening Skills** |
| 2.1. Perceives and understands slowly enunciated words, phrases and short, simple texts | 2.1. Most frequently understands individual words, short, frequently heard phrases. Perceives and understands short texts of a simple structure that have been enunciated at a quite slow rate |
| 2.2. Understands the most important information which is related to familiar situations, everyday activities, phenomena, and the learning material and has been frequently heard | 2.2. Understands information which is related to familiar situations and topics. Understands a short monological or dialogical speech. Perceives the main information in short, simple and enunciated texts of small scale |
| 2.3. Context and images are helpful in understanding the text heard | 2.3. Perception of the text heard is facilitated by pauses in the spoken text. Quite often it is necessary to periodically repeat the spoken text |
| **3. Reading Skills** |
| 3.1. Reads and understands familiar words and phrases, short sentences, and also very short simple texts the topic of which is related to a personal field, experience, familiar people, and the learning material | 3.1. Reads and understands short and simple texts on topics which are related to everyday experience, interests, surrounding environment, and the learning material |
| 3.2. Understands the main information in the sentence or the text read – what the text is about – and is able to identify the protagonists. Understands the text better if it has been supplemented with images | 3.2. Defines the topic in the text read and finds the most important information (who, does what, where, when).Perceives individual words, phrases, sentences in a more extensive text about an unfamiliar topic |
| **4. Writing Skills** |
| 4.1. Writes short basic information about himself or herself, for example, by filling in a reader’s card at the library | 4.1. Writes basic information about himself or herself, for example, upon registering at a hotel |
| 4.2. Reproduces the printed text in writing | 4.2. Writes down the information necessary to him or her |
| 4.3. Writes a short, simple text, using short combinations of words or unextended sentences, and also the learned standard phrases | 4.3. Writes a simple letter and note on everyday situations (who, where, when), and also writes down likes and dislikes. Provides a short description of people, events, activities, objects, and phenomena (who, is doing what, what, where, when, etc.) |

Minister for Education and Science I. Šuplinska

**Annex 2**

Cabinet Regulation No. 159

11 March 2021

**Learning Outcomes in the Component Latvian History and Culture\* of the Content of the Subject Latvian Studies**

**Latvian History and Culture\***

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| Upon finishing pre-school | Upon finishing basic school | Upon finishing secondary school |
| **1. Historical Context of the State of Latvia** |
| 1.1. Recognises and names the symbols of the State of Latvia – the flag and coat of arms, listens to the anthem, learns to treat them with respect | 1.1. Understands the administration system of the Republic of Latvia, the implementation of the principles of modern democracy | 1.1. Analyses the legal basis of the Republic of Latvia, understands the principle of continuity of the State and the discussions related thereto |
|  | 1.2. Compares the differentiation of the society and the principles of administration of Latvia and Europe in different periods of history | 1.2. Analyses the causes why the development of the society and administration of Latvia and Europe in different periods of history is occurring differently |
| 1.3. Knows that different people speaking in different languages, celebrating festivities and marking commemorative events differently are living in Latvia | 1.3. Chooses and tells about any historical figure who has had a role in the creation and existence of the State of Latvia, visits his or her memorial site in a municipality/city. Using different sources of information, selects and aggregates information | 1.3. Recognises the most significant historical figures of the State of Latvia. Understands their contribution to the creation and development of the State, knows of their memorial sites. Using the resources of libraries and museums, researches and compares the contribution of the important figures of Latvia and other countries in a specific stage of the history |
| 1.4. Participates in the celebration of national festivities and festive days (4 May, Lāčplēsis Day, 18 November) | 1.4. Is aware of the link between the historical events of Latvia and the celebration of 4 May, Lāčplēsis Day, 18 November. Understands the significance of these festivities for the Latvian nation. Tells about the historical context of the symbols of the Republic of Latvia | 1.4. Understands the historical regularities of the founding and existence of the State of Latvia. Analyses the significance of 4 May, Lāčplēsis Day, and 18 November in the existence of the State of Latvia. Upon comparing the events in the history of Latvia and the history of Europe and the world, draws the conclusion as to the uniqueness of the events in the history of Latvia or as to a regular part of events in the history of Europe and the world |
|  | 1.5. Is aware of the tragic events in the history of Latvia (deportations, Communist genocide, the Holocaust, the Barricades), sees them in the context of events in the history of Europe and the world. Understands the reasons for the creation of memorial sites, treats them with respect | 1.5. Analyses the causal relationship of the tragic events in the history of Latvia (deportations, Communist genocide, occupations by the Soviet and German regime, the Holocaust, the Barricades). Recognises controversial opinions on sensitive topics in the history of Latvia, is able to substantiate them |
| **2. Correlation between the Events in the History of Latvia and the Events in the History of Europe and the World** |
| 2.1. Names the municipality or city in which the educational institution is located | 2.1. Is aware that there are ethnographic municipalities in the territory of Latvia, shows them on the map, names the most characteristic features of municipalities | 2.1. Analyses the formation of ethnographic municipalities of Latvia until the 13th century. Is aware of the significance of archaeology in the research of the history of Latvia until the 13th century |
|  | 2.2. Tells about the specific features of geopolitical situation of Latvia, the influence of the powers (Poland, Russia, Sweden) in the history of Latvia. Explains changes in the political map as a result of military conflicts and wars | 2.2. Analyses the geopolitical situation of Latvia and changes in the political map as a result of conflicts between powers and the division of the areas of interest. Understands the correlations between processes and that the parties involved may have different opinions. Is able to analyse and justify controversial opinions |
|  | 2.3. Sees the course of historical events for Christianity to enter the territory of Latvia. Understands the support for the rapid distribution of Reformation ideas in the territory of Latvia and the consequences of such process | 2.3. Analyses the expressions of different philosophical and religious movements of the world in the territory of Latvia, in comparison with processes in Europe and the world, explains correlations and special features in the territory of Latvia |
| 2.4. Is aware that Latvia is part of the world | 2.4. Is aware that Latvia is a Member State of international organisations (UN, NATO, and EU) | 2.4. Provides reasoned justifications for the participation of Latvia in international organisations |
| 2.5. Names some of the goods or services produced in Latvia | 2.5. Compares the interconnections between the political and economic development of Latvia. Is aware of the most significant economic achievements of Latvia | 2.5. Understands the specific features of the economic development of Latvia in different periods of time |
| **3. Cultural Heritage as the Source of Reference for the Cultural Space of Latvia** |
| 3.1. Becomes acquainted with ethnographic household and work tools (spoon, jug), clothing (gloves, socks) characteristic to the Latvian traditional culture. Notices different symbols on objects (*līklocis* [Māra’s water], *skujiņa* [Laima], *krustiņš* [cross]) | 3.1. Recognises different ethnographic articles of crafts (clay pots, wooden work tools, traditional clothing). Notices Latvian signs (Saulīte [The Sun], Jumis, Māras krusts [The Cross of Māra]), compares with the signs and symbols of other nations | 3.1. Recognises the values of the Latvian Culture Canon, notices its link to modern cultural expressions |
| 3.2. Participates in celebrating annual celebrations, participates in games | 3.2. Is aware of the most important annual celebrations (Easter, Midsummer Day, Christmas, Martinmas), the most important activities (traditions, clothing, food), recites or sings folksongs corresponding to the annual celebrations, participates in games | 3.2. Understands the essence of celebrations. Inquires about tangible and intangible cultural values, traditions and justifies why they should be considered cultural heritage or might become one |
|  | 3.3. Recognises some of the most characteristic traditions and customs of the Latvian nation which are related to the course of life of a person (birth of a child, wedding, funeral) | 3.3. Using examples, explains his or her cultural belonging (to one or several groups, communities, nations, countries) and identity, compares with experience in Latvia |
| 3.4. Recites or sings a Latvian folksong | 3.4. Is aware of and sings the most well-known folksongs and/or playsongs | 3.4. Characterises the uniqueness and topics of Latvian folksongs. Has a notion of the contribution of Krišjānis Barons to the compilation of folksongs |
| 3.5. Listens to and plays the Latvian national traditional music instruments (*trīdeksnis*, *klapītes*, *zvārguļu josta*) | 3.5. Listens to, is able to differentiate, and/or plays Latvian national traditional music instruments, compares their sounding to the music instruments of other nations. Is aware of the fact that the tradition of choir singing – Song Festival – is being tended to | 3.5. Notices the interaction of the traditional and the modern in one work of art of a Latvian artist or in a cultural event (concerts of the Song and Dance Celebration, Poetry Days, art, music, and theatre festivals) |
|  | 3.6. Has become acquainted with some of the objects and events of Latvia included in the UNESCO World Heritage List (the Baltic tradition of the Song and Dance Celebration, *Dainu skapis* (Cabinet of Folksongs), *Baltijas ceļš* (Baltic Way), National Library of Latvia) | 3.6. Understands and analyses why the particular objects or events of Latvia have been included in the UNESCO World Heritage List. Differentiates the internationally recognised and nationally valued objects (*Suiti* cultural space, old town of Kuldīga, meanders of the River Daugava) |
| 3.7. Becomes acquainted with the cultural and historical monuments in the vicinity and together with an adult visits the municipality/city museum and behaves appropriately | 3.7. Is aware of the most significant cultural and historical monuments of Latvia – the silhouette of Old Riga (Dome Cathedral, Riga Castle) and the Freedom Monument, the necessity for their protection. Is aware that the regulatory documents of Latvia protect monuments | 3.7. Characterises the most significant monuments of architecture and historical monuments and their authors (the Brethren Cemetery Memorial Ensemble, Latvian National Theatre, Latvian National Museum of Art). Understands that historical sources are used for the research of history and culture, finds them independently in libraries, museums, and archives or the digital libraries thereof. Participates in the survey of and tending to the monuments |
| **4. The Work of Art Reveals the Experience, Perception of the World, and Cultural Values of the Author and Helps to Express Creatively** |
| 4.1. Observes nature, draws, paints the things that are most important to him or her, creates in materials from the nature (sand, clay, snow) | 4.1. Observes the landscape of Latvia, draws, paints the visual impressions. Has become acquainted with the most characteristic types of visual arts (graphic art, painting, sculpture), genres (landscape, portrait, still life) in the works of Latvian old masters (R. Zariņš, J. Rozentāls, T. Zaļkalns) and contemporary artists | 4.1. Notices the use of specific means of expression (composition, plot, visual, auditory), cultural signs and symbols in audiovisual art (H. Franks, K. Neiburga, G. Gabrāns, Dz. Dreibergs) |
| 4.2. Recites rhymes and short poems of Latvian authors corresponding to the language proficiency | 4.2. Listens to and reads poems, prose, and dramatic works or their excerpts of the authors of the 20th and 21st centuries selected by the teacher. Defines the topic of the literary work and characterises the protagonists | 4.2. Interprets classical and modern poetry, prose, dramatic works. Characterises the topic, problems, protagonists, composition, means of artistic expression of the literary work |
| 4.3. Together with an adult sings a song of a Latvian composer | 4.3. Listens to the compositions of classical music (Jurjānu Andrejs, E. Dārziņš, J. Vītols), popular and rock music (Raimonds Pauls, Imants Kalniņš, Mārtiņš Brauns). Analyses a composition of a specific period, knows its author and title. Participates in the collective playing of music | 4.3. Experiences the creative process in creative tasks in different types of art (in visual and audiovisual arts, music, literature, theatre arts), expressing his or her opinion on issues that are current to the society of Latvia. Documents the creative process and reflects on it |
| 4.4. Becomes acquainted with the works of Latvian audiovisual art, attends a theatre performance | 4.4. Attends cultural events in Latvia, observes the urban environment, tells about his or her impressions, listens to different opinions. During attendance of a cultural event displays appropriate model of behaviour | 4.4. Experiences cultural events on site in order to acquire cultural experience in Latvia and to form a habit of attending cultural events and participating therein |

Note. \* It is recommended to use the values of works of art and cultural values specified in the Latvian Culture Canon in the acquisition of the subject.

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**Annex 3**

Cabinet Regulation No. 159

11 March 2021

**Learning Outcomes in the Component Latvian Nature and Geography of the Content of the Subject Latvian Studies**

|  |  |  |
| --- | --- | --- |
| Upon finishing pre-school | Upon finishing basic school | Upon finishing secondary school |
| **1. Diversity of Organisms and Ecosystems Characteristic to Latvia** |
| 1.1. Experiments, independently observes plants, animals, and fungi characteristic to Latvia, answers simple questions about their growth, behaviour, common and distinctive features | 1.1. Recognises and names the characteristic plants and animals growing in the nature territories of Latvia, using sources of information (for example, leaflets, pictures, schemes) and observations acquired in field work. Compares animal and plant species occurring in the immediate vicinity in natural and man-made territories (forest, meadow, river, lake, dune park, garden) | 1.1. Conducts a research for determining the impact of the density of population (plants, fungi, molluscs, arthropods, vertebrates) and different factors on ecosystem in the territory of Latvia, noticing the niche of each organism, projecting the potential changes if one management method is changed, offers solutions for the preservation of the existing ecosystem |
| 1.2. Characterises the surface and relief of land in the immediate vicinity in his or her own words, compares natural and man-made surfaces | 1.2. Compares ecosystems characteristic to Latvia according to the diversity of species (plants, fungi, molluscs, arthropods, vertebrates), natural circumstances (temperature, precipitation volume and mode, soil type, lighting), layout, carrying out field work and modelling | 1.2. Evaluates the examples of different approaches to the management and protection of terrestrial (forests, grasslands, swamps) and aquatic (rivers, lakes) ecosystems in Latvia and the world, describing the causes and consequences of changes in ecosystems, the possibilities for the preservation of biological diversity |
|  | 1.3. Explains adaptation of plants, animals, and humans to the natural circumstances characteristic to Latvia, using examples | 1.3. Conducts a research for determining the impact of the density of population (plants, fungi, molluscs, arthropods, vertebrates) and different factors on ecosystem in the vicinity of school, noticing the niche of each organism, projecting the potential changes if one management method is changed, offers solutions for the preservation of the existing ecosystem |
|  | 1.4. Explains his or her behaviour when being present and having a recreational time in different areas of conservation of Latvia | 1.4. Characterises the areas of conservation of Latvia, *inter alia*, the North Vidzeme Biosphere Reserve, according to the objective of their creation and the most relevant characteristics |
| **2. Natural Resources, Climate, and Economic Development of Latvia** |
|  | 2.1. Names the examples of the use of natural resources or their components (including air, water, forest, limestone, dolomite, gravel, sand) found in Latvia in everyday life of his or her family and describes the possibilities for their replacement and conservation | 2.1. Assesses the significance of natural resources of Latvia in the development of different economic sectors. Compares the advantages and disadvantages of the use of different natural resources according to criteria |
| 2.2. Independently operates and experiments with rocks and water, tells about the rocks occurring and studied in the immediate vicinity and their properties | 2.2. Explains the regularities of the layout and availability of natural resources and of mineral resources of global significance in Latvia, examples of their rational use, and possibilities for restoration, gathering information from sources and cartographic materials | 2.2. Evaluates the deposits of renewable and non-renewable resources in Latvia according to modern technologies and the environmental quality requirements, offers the most efficient solutions for acquisition of food, energy, or construction materials in Latvia which would not cause harm and irreversible changes in habitats of biological value in a natural landscape of high aesthetic value |
| 2.3. Characterises the expressions of natural phenomena in Latvia and their impact on wildlife and humans upon the change of seasons | 2.3. Characterises the moderate seaside climate and regional differences in Latvia | 2.3. Explains the impact of climate on the types of economic activity in Latvia |
| 2.4. Observes pictures or videos where the way of making products characteristic to Latvia (woollen gloves, curd, rye bread, honey) is depicted. Recognises and names the stages of making the product | 2.4. Characterises (resources, raw materials, technologies, products, or services) the economic sectors and undertakings characteristic to Latvia | 2.4. Using thematic maps, online databases, and other sources of information, analyses the possibilities for the creation of undertakings of different economic sectors in Latvia and assesses economic development and factors influencing the layout |
| **3. Territory and Inhabitants of Latvia** |
| 3.1. Recognises the shape of the national territory of Latvia, shows Latvia on the map and also the city in which he or she is currently studying | 3.1. Learns to read a specific information on the political map of Latvia and Europe (national borders of Latvia, neighbouring countries of Latvia, the division of Latvia into cultural and historical districts, the largest cities of Latvia) | 3.1. Characterises the geographic position of Latvia according to criteria, including by depicting geographical objects and their names on the map, and assesses the advantages and disadvantages caused thereby, using maps and other sources of information |
|  | 3.2. Explains the number and composition of inhabitants of Latvia, its relation to historical, political, and economic factors | 3.2. By analysing different sources of information, explains why ethnic, linguistic, and religious diversity has occurred in Latvia. Finds and characterises the impact of such diversity in the modern society |

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**Annex 4**

Cabinet Regulation No. 159

11 March 2021

**Model Programme of the Subject Latvian Studies for the Pre-school Education Level**

**I. Content of the Subject Programme**

1. The content of the programme of the subject Latvian Studies (hereinafter – the subject) and the planned learning outcomes of its completion (hereinafter – the learning outcomes) at the pre-school education level shall be determined by the guidelines of the subject Latvian Studies (hereinafter – the guidelines).

**II. Conditions for the Implementation of the Subject Programme**

2. The international school (hereinafter – the school) shall implement the subject programme for educatees of up to seven years of age or adapt the learning outcomes specified in the guidelines according to the age range of the educatee of the international educational programme implemented by the school.

3. For the implementation of the subject programme in an academic year, the school shall intend not less than three play lessons per week each academic year. The duration of a play lesson and academic year shall conform to the conditions of the international educational programme implemented by the school. The school shall indicate in the subject programme the total number of lessons in each academic year, month, and week.

4. The school shall in relation to the learning outcomes of the subject programme:

4.1. plan and implement from the easiest and simplest to the most difficult and complicated;

4.2. individualise according to the abilities and needs of the educatee, use his or her experience, promote interest and active learning in action.

5. The school shall implement the subject programme as a single entity, ensuring the development of proficiency in the Latvian language as a priority and providing for the majority of the learning time for it. If the Latvian language is the native language of the educatee, the learning outcomes of the component of the study content of the Latvian language specified in the guidelines need not be implemented or may be replaced with such learning outcomes which are specified in the field of language learning in a law or regulation regarding the national guidelines for pre-school education.

6. The school shall strengthen the achievement of the learning outcomes during the events to be organised outside learning.

7. At the beginning of learning the school shall determine the level of proficiency of the educatee in the Latvian language and the learning needs, provide support, and ensure successive acquisition of the learning content. If the educatee starts learning later and not at the beginning of the academic year, the teacher shall determine the level of proficiency in the Latvian language of the educatee and plan the further learning process according to his or her needs, if necessary, draw up an individual plan for the acquisition of the component related to the content of the Latvian language.

8. For the achievement of the objective of the subject specified in the guidelines, the teacher shall use diverse forms, methods, and learning aids of learning and upbringing work.

9. The school shall ensure the achievement of the objectives and tasks specified in a law or regulation regarding the guidelines for upbringing of educatees, the acquisition of customs and values, organise festive events upon celebration of national festivities – the Restoration of Independence of the Republic of Latvia on 4 May and the Proclamation Day of the Republic of Latvia on 18 November, and also, at the discretion of the school, organise events or participate in events organised by the State which promote understanding and formation of attitude towards events which are related to the national holidays, remembrance and festive days of significance specified in the law On Holidays, Remembrance, and Festive Days.

10. The flag and the large State coat of arms of the Republic of Latvia, and also the text of the anthem of the Republic of Latvia and the portrait of the President shall be placed in a visible place in the school, ensuring the attitude of respect.

11. The anthem of the Republic of Latvia at the school shall be performed in accordance with the procedures and in the cases laid down in the law On the National Anthem of Latvia and also at the beginning of the academic year, at the closing event of a cycle or level of education, at an anniversary event of the school, and other events of significance to the school.

**III. Procedures for the Evaluation of the Learning Performance**

12. A teacher shall evaluate the performance of an educatee in the subject programme according to the basic principles and procedures for evaluation specified by the international educational programme implemented by the school.

13. The methods and evaluation criteria for the evaluation of the learning performance of an educatee shall be determined by the teacher in conformity with the learning outcomes.

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**Annex 5**

Cabinet Regulation No. 159

11 March 2021

**Model Programme of the Subject Latvian Studies for the Basic Education Level**

**I. Content of the Subject Programme**

1. The content of the programme of the subject Latvian Studies (hereinafter – the subject) and the planned learning outcomes of its completion (hereinafter – the learning outcomes) at the basic education level shall be determined by the guidelines of the subject Latvian Studies (hereinafter – the guidelines).

**II. Conditions for the Implementation of the Subject Programme**

2. The international school (hereinafter – the school) shall implement the subject programme for educatees of up to 15 years of age or adapt the learning outcomes specified in the guidelines according to the age range of the educatee of the international educational programme implemented by the school.

3. For the implementation of the subject programme in an academic year, the school shall intend not less than three lessons per week each academic year. The duration of a lesson and academic year shall conform to the conditions of the international educational programme implemented by the school. The school shall indicate in the subject programme the total number of lessons in each academic year, month, and week.

4. The school shall in relation to the learning outcomes of the subject programme:

4.1. plan and implement from the easiest and simplest to the most difficult and complicated;

4.2. individualise according to the abilities and needs of the educatee, use his or her experience, promote interest and active learning in action.

5. The school shall implement the subject programme as a single entity, as individual components of the content, or partially integrate them into the subject of the international educational programme implemented by the school.

6. The school shall implement the acquisition of the components Latvian History and Culture and Latvian Nature and Geography of the content of the subject in Latvian or in Latvian and such teaching language in which the school is implementing the international educational programme, using the integrated approach of the acquisition of the learning content and language. The type and language of implementation shall be indicated in the subject programme.

7. The school may integrate the achievement of the learning outcomes of the components Latvian History and Culture and Latvian Nature and Geography of the content of the subject into the subjects of the international educational programme implemented by the school, indicating in the subject programme the learning outcomes integrated, the grade, and the subject of the international programme into which the learning outcome is being integrated.

8. If the native language of the educatee is the Latvian language, the learning outcomes of the component of the study content of the Latvian language specified in the guidelines need not be implemented or may be replaced by the school with such learning outcomes which are specified in the field of language learning in the regulations regarding the basic education standard and model basic education programmes.

9. At the beginning of learning the school shall determine the level of proficiency of the educatee in the Latvian language and the learning needs, provide support, and ensure successive acquisition of the learning content. If the educatee starts learning later and not at the beginning of the academic year, the teacher shall determine the level of proficiency in the Latvian language of the educatee and plan the further learning process according to his or her needs, if necessary, draw up an individual plan for the acquisition of the component related to the content of the Latvian language.

10. The school shall strengthen the achievement of the learning outcomes during the events to be organised outside learning.

11. For the achievement of the objective of the subject specified in the guidelines, the teacher shall use diverse forms, methods, and learning aids of learning and upbringing work.

12. The school shall ensure the achievement of the objectives and tasks specified in a law or regulation regarding the guidelines for upbringing of educatees, the acquisition of customs and values, organise festive events upon celebration of national festivities – the Restoration of Independence of the Republic of Latvia on 4 May and the Proclamation Day of the Republic of Latvia on 18 November, and also, at the discretion of the school, organise events or participate in events organised by the State which promote understanding and formation of attitude towards events which are related to the national holidays, remembrance and festive days of significance specified in the law On Holidays, Remembrance, and Festive Days.

13. The flag and the large State coat of arms of the Republic of Latvia, and also the text of the anthem of the Republic of Latvia and the portrait of the President shall be placed in a visible place in the school, ensuring the attitude of respect.

14. The anthem of the Republic of Latvia at the school shall be performed in accordance with the procedures and in the cases laid down in the law On the National Anthem of Latvia and also at the beginning of the academic year, at the closing event of a cycle or level of education, at an anniversary event of the school, and other events of significance to the school.

**III. Evaluation of the Learning Performance**

15. A teacher shall evaluate the performance of an educatee in the subject programme according to the basic principles and procedures for evaluation specified by the international educational programme implemented by the school.

16. The methods for the evaluation of the learning performance of an educatee, the content, time, duration, and evaluation criteria of test works shall be determined by the teacher in conformity with the learning outcomes.

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**Annex 6**

Cabinet Regulation No. 159

11 March 2021

**Model Programme of the Subject Latvian Studies for the Secondary Education Level**

**I. Content of the Subject Programme**

1. The content of the programme of the subject Latvian Studies (hereinafter – the subject) and the planned learning outcomes of its completion (hereinafter – the learning outcomes) at the secondary education level shall be determined by the guidelines of the subject Latvian Studies (hereinafter – the guidelines).

**II. Conditions for the Implementation of the Subject Programme**

2. The international school (hereinafter – the school) shall implement the subject programme for educatees of up to 18 years of age or adapt the learning outcomes specified in the guidelines according to the age range of the educatee of the international educational programme implemented by the school.

3. For the implementation of the subject programme in an academic year, the school shall intend not less than three lessons per week each academic year. The duration of a lesson and academic year shall conform to the conditions of the international educational programme implemented by the school. The school shall indicate in the subject programme the total number of lessons in each academic year, month, and week.

4. The school shall in relation to the learning outcomes of the subject programme:

4.1. plan and implement from the easiest and simplest to the most difficult and complicated;

4.2. individualise according to the abilities and needs of the educatee, use his or her experience, promote interest and active learning in action.

5. The school shall implement the subject programme as a single entity, as individual components of the content, or partially integrate them into the subject of the international educational programme implemented by the school.

6. The school may integrate the achievement of the learning outcomes of the components Latvian History and Culture and Latvian Nature and Geography of the content of the subject into the subjects of the international educational programme implemented by the school, indicating in the subject programme the learning outcomes integrated, the grade, and the subject of the international educational programme into which the learning outcome is being integrated.

7. The school shall implement the acquisition of the components Latvian History and Culture and Latvian Nature and Geography of the content of the subject in Latvian or in Latvian and the teaching language in which the international educational programme implemented by the international school is acquired, using the integrated approach of the acquisition of the learning content and language. The type and language of implementation shall be indicated in the subject programme.

8. If the native language of the educatee is the Latvian language, the learning outcomes of the component of the study content of the Latvian language specified in the guidelines need not be implemented or may be replaced by the school with such learning outcomes which are specified in the field of language learning in the regulations regarding the general secondary education standard and model general secondary education programmes.

9. At the beginning of the academic year the school shall determine the level of proficiency of the educatee in the Latvian language and the learning needs, provide support, and ensure successive acquisition of the learning content. If the educatee starts learning later and not at the beginning of the academic year, the teacher shall determine the level of proficiency in the Latvian language of the educatee and plan the further learning process according to his or her needs, if necessary, drawing up an individual plan for the acquisition of the component related to the content of the Latvian language.

10. The school shall strengthen the achievement of the learning outcomes during the events to be organised outside learning.

11. For the achievement of the objective of the subject specified in the guidelines, the teacher shall use diverse forms, methods, and learning aids of learning and upbringing work.

12. The school shall ensure the achievement of the objectives and tasks specified in a law or regulation regarding the guidelines for upbringing of educatees, the acquisition of customs and values, organise festive events upon celebration of national festivities – the Restoration of Independence of the Republic of Latvia on 4 May and the Proclamation Day of the Republic of Latvia on 18 November, and also, at the discretion of the school, organise events or participate in events organised by the State which promote understanding and formation of attitude towards events which are related to the national holidays, remembrance and festive days of significance specified in the law On Holidays, Remembrance, and Festive Days.

13. The flag and the large State coat of arms of the Republic of Latvia, and also the text of the anthem of the Republic of Latvia and the portrait of the President shall be placed in a visible place in the school, ensuring the attitude of respect.

14. The anthem of the Republic of Latvia at the school shall be performed in accordance with the procedures and in the cases laid down in the law On the National Anthem of Latvia and also at the beginning of the academic year, at the closing event of a cycle or level of education, at an anniversary event of the school, and other events of significance to the school.

**III. Evaluation of the Learning Performance**

15. A teacher shall evaluate the performance of an educatee in the subject programme according to the basic principles and procedures for evaluation specified by the international educational programme implemented by the school.

16. The methods for the evaluation of the learning performance of an educatee, the content, time, duration, and evaluation criteria of test works shall be determined by the teacher in conformity with the learning outcomes.

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**Annex 7**

Cabinet Regulation No. 159

11 March 2021

**Conformity of International Education Documents with the Level and Type of General Education of the Republic of Latvia**

|  |  |  |
| --- | --- | --- |
| Education system of Latvia | International educational programme | International education document |
| level | type | education document |
| Basic education | General education | Certificate regarding general basic education, transcript of records, and the certificate of a centralised examination | International Baccalaureate Middle Years Programme for educatees from 11 to 16 years of age | *Middle Years Evaluation Report* |
| Cambridge International General Certificate of Secondary Education (IGCSE) for educatees from 14 to 16 years of age | IGCSE certificate (International General Certificate of Secondary Education or General Certificate of Education Ordinary level) with five examinations |
| National education programme of the French Republic (*Le programme d’enseignement français*) | *Diplôme National du Brevet* and transcript of records with a mark in the final examination in four disciplines |
| Study programme of the federal state of Thuringia of the Federal Republic of Germany (*Lehrpläne des deutschen Bundeslandes Thüringen*) | *Hauptschulabschluss* or *Realschulabschluss* |
| The national curriculum for England and Wales | General Certificate of Secondary Education (with five examinations) |
| Secondary education | General secondary education, to be implemented after completion of basic education | Diploma of general secondary education, transcript of records, the certificate of a centralised examination, and a document issued by an international testing authority regarding evaluation in an examination of foreign languages that the centralised examination has been replaced with the examination of such authority | International Baccalaureate Diploma Programme for educatees from 16 to 19 years of age | International Baccalaureate, transcript of the diploma and records |
| Cambridge International AS & A Levels | General Certificate of Education with at least two examinations of advanced level |
| National education programme of the French Republic (*Le programme d’enseignement français*) | *Baccalauréat General* and transcript of records |
| Study programme of the federal state of Thuringia of the Federal Republic of Germany (*Lehrpläne des deutschen Bundeslandes Thüringen*) | *Zeugnis der Allgemeinen Hochschulreife* |

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