Republic of Latvia

Cabinet

Regulation No. 747

Adopted 27 November 2018

**Regulations Regarding the State Basic Education Standard and Model Basic Education Programmes**

*Issued pursuant to*

*Section 14, Clause 19 of the Education Law and Section 4, Clauses 11 and 11.1 of the General Education Law*

**I. General Provision**

1. The Regulation prescribes the State basic education standard which includes model basic education programmes corresponding to the requirements of such standard, and the names of the fields of study of general basic education.

**II. Objective and Tasks of the Implementation of the Basic Education Content**

2. The objective of the implementation of the basic education content is a comprehensively developed and competent pupil who is interested in his or her intellectual, socio-emotional, and physical development, is living healthily and safely, studies with pleasure and interest, participates in public events in a socially responsible manner and undertakes initiative, is a patriot of Latvia.

3. The tasks of basic education shall be as follows:

3.1. to strengthen comprehensive understanding about the rule of law and such values as life (including health), human dignity (including equality), freedom, family, marriage, work, nature, culture, the Latvian language and the State of Latvia, creating judgmental attitude and responsibility towards himself or herself and his or her action;

3.2. to strengthen and develop knowledge, understanding, and basic skills in the fields of study referred to in Paragraph 7 of this Regulation in order to successfully continue education;

3.3. to acquire the necessary transversal skills referred to in Sub-paragraph 5.2 of this Regulation necessary in different contexts and fields of study in order to strengthen linking of new knowledge with personal experience, to create positive relationships, and to take responsible decisions.

**III. Values to be Included in the Basic Education Content**

4. The values and virtues defined in the Constitution of the Republic of Latvia and in the laws and regulations regarding the guidelines for the upbringing of educatees and the procedures for evaluating information, teaching aids, materials, and teaching and upbringing methods shall be included in the acquisition of the basic education content.

**IV. Compulsory Content of Basic Education, Intended Results of Acquisition Thereof in the Fields of Study, and Principles for Implementation Thereof**

5. The compulsory content of basic education shall consist of:

5.1. the values and virtues specified in the Cabinet regulations regarding the guidelines for the upbringing of educatees and the procedures for evaluating information, teaching aids, materials, and teaching and upbringing methods;

5.2. the following transversal skills:

5.2.1. critical thinking and problem solving – the pupil cognises, analyses, and assesses different kind of information and situations, understands their context, takes thought-out and responsible decisions, defines the essence of the problem, and solves simple and complex challenges;

5.2.2. creative activity and entrepreneurship skills – the pupil is open to a new experience and challenges, seeks and sees diverse possibilities for improvement of his or her current situation, undertakes initiative, and is persistent in order to transform an idea into a useful solution or product;

5.2.3. self-directed learning – the pupil is aware of himself or herself as an individual, his or her wishes, needs, and interests, manages his or her emotions, thoughts, and behaviour, establishes positive relationships, is motivated to improve himself or herself, defines objectives, plans his or her activity, implements a plan and assesses what he or she has done, purposefully uses thinking strategies appropriate for the situation, and follows his or her progress of learning;

5.2.4. cooperation – the pupil respectfully expresses his or her own opinions and listens to the opinions of others, adjusts his or her behaviour and way of communication according to the situation, cooperates with different people in order to implement specific objectives, and reaches solutions acceptable for the parties involved;

5.2.5. civic participation – the pupil sees interconnection in the society and the environment, analyses his or her involvement in local and global processes and involves in their improvement, assumes responsibility for his or her action;

5.2.6. digital literacy – the pupil uses digital technologies responsibly and efficiently for the acquisition of knowledge, the creation of new content, the sharing of the content and for the communication, critically and constructively assesses the role of technologies and media in the society;

5.3. the knowledge, understanding, and basic skills in the fields of study such as languages, social and civic awareness, cultural awareness and self-expression in art, natural sciences, mathematics, technologies, health, and physical activity.

6. The intended results to be achieved by a pupil in transversal skills upon finishing grades 3, 6, and 9 are specified in Annex 1 to this Regulation.

7. The intended results to be achieved by a pupil shall be complex, they shall disclose the final result in action, include knowledge, understanding, and basic skills in the fields of study, transversal skills, values and virtues, and shall be expressed as literacy in the following fields of study:

7.1. the field of study of languages – the pupil is interested in the acquisition of languages, understands the role of the Latvian language and that of minority languages in the formation of the national identity and in the preservation of the cultural and historical heritage, understands the role of the Latvian language as the official language for the integration in the Latvian society and acquisition of education, the role of foreign languages in ensuring cross-cultural communication, the pupil uses languages as the means of thinking, cognition, communication, and creative expression, he or she expresses his or her thoughts, feelings, and opinions verbally and in written form clearly, understandably, in a literary correct and appropriate form for the communication situation, perceives, understands, analyses, and interprets the information, concepts, facts, and ideas in the texts of different formats and genres, uses his or her reading skills for his or her emotional and intellectual enrichment;

7.2. the social and civic field of study – the pupil thinks and acts responsibly, being aware of the consequences of his or her action and respecting life as a value, he or she has developed persistent, favourable social habits in his or her communication and contact with fellow human beings, he or she has cultivated national, historical, and civic sense and understanding about the social and economic processes;

7.3. the field of study of understanding of culture and self-expression in art – the pupil acts practically, imagines and enjoys creative process, discovers and improves his or her creative talents, knowledge, skills, and techniques in different types of art, assesses and interprets diverse ways of creative expression, learning to understand cultural differences and creating his or her own cultural identity, experiences cultural events in person, getting an emotional and aesthetic experience and developing personal culture needs, participates in the preservation of the culture heritage and inheriting of traditions;

7.4. the field of study of natural sciences – the pupil recognises, offers, and assesses explanations for certain natural phenomena and processes, uses research skills for solving problems, conducting of researches, assessing the risk factors and complying with the safety provisions, analyses and assesses data, expresses his or her opinion and arguments in different ways and draws conclusions from the data, acts in personally responsible manner in promoting his or her own health and that of others, the preservation of the environmental quality, and the sustainable use of natural resources;

7.5. the field of study of mathematics – in situations with mathematical context, context of other fields of study, and an actual context the pupil carries out calculations, processes data, uses properties of shapes, notices coherences between values, reasons generally and models mathematically, chooses appropriate approach or method in problematic situations, acknowledges necessity for proof, and creates justified judgments by using mathematical tools in a meaningful manner;

7.6. the field of study of technologies – the pupil creates, in a practical manner, products, services, information and environmental solutions useful for himself or herself and the society, planning, designing, and constructing in the designing process, using different techniques, tools, and devices purposefully, safely, and responsibly, including digital ones, choosing suitable materials and acquiring appropriate skills, and creating safe work environment which is favourable for the health, acts adequately in dangerous situations, understands the designing process and acquires experience for the performance of a simple technological process and solving engineering problems, is able to safely, efficiently, and responsibly use digital technologies in the designing process;

7.7. in the field of study of health and physical activity – the pupil understands and practices habits of healthy lifestyle, recognises risks in different situations, including extreme situations, and takes decisions for safe and active action, engages skilfully, responsibly, and with interest in diverse physical activities which promote mental and physical abilities, participates in team building, plans, divides work tasks, helps, and supports others.

8. The intended results to be achieved by a pupil in the fields of study upon finishing grades 3, 6, and 9 are specified:

8.1. in the field of study of languages – in Annex 2 to this Regulation;

8.2. in the social and civic field of study – in Annex 3 to this Regulation;

8.3. in the field of study of understanding of culture and self-expression in art – in Annex 4 to this Regulation;

8.4. in the field of study of natural sciences – in Annex 5 to this Regulation;

8.5. in the field of study of mathematics – in Annex 6 to this Regulation;

8.6. in the field of study of technologies – in Annex 7 to this Regulation;

8.7. in the field of study of health and physical activity – in Annex 8 to this Regulation.

9. In order to achieve the objective referred to in Paragraph 2 of this Regulation and to complete the tasks referred to in Paragraph 3 of this Regulation, the compulsory content of basic education shall be implemented according to the following principles:

9.1. the pupil strengthens competence by acquiring knowledge, understanding, and basic skills purposefully in practical activity in an integrated manner, developing transversal skills, developing habits, cultivating virtues, confirming values, and expressing attitudes;

9.2. learning of the pupil is related to his or her experience and everyday life, the pupil is involved in taking of decisions that are topical for him or her, the study encourages to become interested and involved in the development of the culture of an educational institution and the ongoing processes in the society, to look into the future by cognising and assessing the subjects significant for the personal development and the development of the society, and also for the welfare;

9.3. the teacher plans and manages learning of the pupil by defining clear results to be achieved, choosing appropriate and diverse tasks, ensuring feedback that provides support and development and ensuring a possibility to study by immersion – to explain the course of activities, to think about his or her learning and the result achieved;

9.4. for the achievement of the objectives of learning, the teacher uses diverse forms of organisation of study, varying their implementation according to the learning needs of the pupil;

9.5. the educational institution develops organisation culture in which diversity on grounds of gender, ethnicity, religion, health condition, language, intellectual development, and other characteristics is respected by conforming to the prohibition of discrimination and differential treatment;

9.6. the educational institution involves parents for the support of learning of the pupil, ensuring a regular feedback on the performance and growth of the pupil;

9.7. the educational institution creates a learning environment which is physically and emotionally safe, promotes the acquisition of socio-emotional skills and learning of the pupil and, is adjusted to the varied learning and development needs of every pupil;

9.8. teachers and the rest of the personnel of the educational institution cooperate on a regular basis, jointly plan the implementation of the study content, follow the growth of each pupil, and carry out the necessary improvements in the study and upbringing process, create the culture of the educational institution which ensures better learning possibilities for every pupil;

9.9. the educational institution, as soon as possible, initially ascertains the basic skills and learning needs of the pupil and follow the growth of each pupil, use the acquired data for planning of pedagogical activity and for choosing and implementation of the appropriate support, increasing full-fledged participation possibilities in the study process for every pupil;

9.10. the educational institution involves the local society in the planning and implementation of the objectives and tasks of the activity and in the introduction of changes.

**V. Basic Principles for the Assessment of the Learning Achievements of Pupils and Procedures for the Assessment of the Acquired Education**

10. Assessment of the study performance is the acquisition of information in order to judge the performance of a pupil or the result achieved by him or her.

11. The basic principles for the assessment of the study performance shall be as follows:

11.1. the principle of system – assessment of the study performance is based on a system which is characterised by an aggregate of regular and reasoned activities organised in a specific sequence;

11.2. the principle of openness and clarity – before demonstration of the study performance the pupil knows and understands the intended results to be achieved and the criteria for the assessment of his or her study performance;

11.3. the principle of methodological diversity – different methodological assessment techniques are used for the assessment of the study performance;

11.4. the inclusive principle – assessment of the study performance is adjusted to the different learning needs of every pupil, for example, division of time and duration, environment, type of demonstration of the performance of the pupil, access to the assessment work;

11.5. the principle of growth – dynamics of individual development of the study performance of the pupil is taken into account in the assessment of the study performance, especially at the end of the learning stage.

12. The types of the assessment of the study performance shall be as follows:

12.1. formative assessment which is a part of a continuous everyday study process and ensures a feedback to the pupil and the teacher on the current performance of the pupil as opposed to the intended results to be achieved. The formative assessment shall be implemented:

12.1.1. by the teacher in order to determine the learning needs of the pupil and to provide additional support to the pupil, to plan and improve teaching;

12.1.2. by the pupil in order to improve learning, to independently assess his or her own performance and performance of another pupil;

12.2. diagnostic assessment in order to assess the strong and weak points of learning of the pupil and to find out the necessary support. The diagnostic assessment shall be implemented:

12.2.1. by the teacher in order to determine the learning needs of the pupil and to plan the future learning process;

12.2.2. by the National Centre for Education (hereinafter – the Centre) in order to improve the study content of basic education, to promote the quality of teaching aids and the professional competence of teachers;

12.3. summative assessment which is organised at the end of the learning stage (for example, at the end of the topic, academic year, education level) in order to assess and document the learning result of the pupil. The summative assessment shall be implemented:

12.3.1. by the teacher in order to assess and document how the pupil has acquired the intended result to be achieved at the end of the learning stage;

12.3.2. by the Centre in order to assess and document how the pupil has acquired the results to be achieved and specified for the pupil in Paragraph 8 of this Regulation at the end of the education level.

13. The study performance of the pupil is expressed as follows at the end of an academic year by the summative assessment:

13.1. in grades 1-3 – at the levels of acquisition (Annex 9);

13.2. in grades 4-9 – in 10-point scale (Annex 10).

14. Assessment of the study performance shall be objective. Assessment may be contested at the end of the learning stage if it directly affects the rights and interests of the pupil.

15. The educational institution shall independently develop the assessment procedures in accordance with the basic principles for the assessment referred to in Paragraph 12 of this Regulation.

16. The State determined examinations upon finishing grade 9 shall be as follows:

16.1. the State examination in the field of study of languages – the Latvian language;

16.2. the State examination in the field of study of languages – a foreign language;

16.3. the State examination in the field of study of mathematics;

16.4. an interdisciplinary State examination in which the content of the social and civic field or study, field of studies of natural sciences and technologies is included.

17. The way of expressing the assessment of the learning achievements of the pupil in the State determined examination shall be determined by the Centre.

**VI. Model Basic Education Programmes**

18. A model basic education programme (code 21011111) is determined in Annex 11 to this Regulation according to the classification of education in Latvia for the following programmes:

18.1. for the first stage basic education programme (code 11011111);

18.2. for the extramural basic education programme (code 21011113);

18.3. for the distance learning basic education programme (code 21011114);

18.4. for the second stage basic education programme (code 23011111);

18.5. for the second stage extramural basic education programme (code 23011113);

18.6. for the second stage distance learning basic education programme (code 23011114).

19. A model minority basic education programme (code 21011121) is determined in Annex 12 to this Regulation according to the classification of education in Latvia for the following programmes:

19.1. for the first stage minority basic education programme (code 11011121);

19.2. for the minority extramural basic education programme (code 21011123);

19.3. for the minority distance learning basic education programme (code 21011124);

19.4. for the second stage minority basic education programme (code 23011121);

19.5. for the second stage minority extramural basic educational programme (code 23011123);

19.6. for the second stage minority distance learning basic education programme (code 23011124).

20. A model social adjustment basic education programme (code 21011911) is determined in Annex 13 to this Regulation according to the classification of education in Latvia for the following programmes:

20.1. the social adjustment education programme (code 11011911) of the first stage of basic education;

20.2. the social adjustment education programme (code 23011911) of the second stage of basic education.

21. A model special basic education programme is determined in Annex 14 to this Regulation according to the classification of education in Latvia for the following educational programmes:

21.1. special basic education programme for visually impaired pupils (code 21015111);

21.2. minority special basic education programme for visually impaired pupils (code 21015121);

21.3. special basic education programme for hearing-impaired pupils (code 21015211);

21.4. minority special basic education programme for hearing-impaired pupils (code 21015221);

21.5 special basic education programme for pupils with physical development impairments (code 21015311);

21.6. minority special basic education programme for pupils with physical development impairments (code 21015321);

21.7. special basic education programme for pupils with somatic symptom disorders (code 21015411);

21.8. minority special basic education programme for pupils with somatic symptom disorders (code 21015421);

21.9. special basic education programme for pupils with speech impediments (code 21015511);

21.10. minority special basic education programme for pupils with speech impediments (code 21015521);

21.11. special basic education programme for pupils with learning disabilities (code 21015611);

21.12. minority special basic education programme for pupils with learning disabilities (code 1015621);

21.13 special basic education programme for pupils with mental health disorders (code 21015711);

21.14 minority special basic education programme for pupils with mental health disorders (code 21015721).

22. A model special basic education programme is determined in Annex 15 to this Regulation according to the classification of education in Latvia for the following educational programmes:

22.1. special basic education programme for pupils with mental development disorders (code 21015811);

22.2. minority special basic education programme for pupils with mental development disorders (code 21015821).

23. A model special basic education programme is determined in Annex 16 to this Regulation according to the classification of education in Latvia for the following educational programmes:

23.1. special basic education programme for pupils with serious mental development disorders or several serious development disorders (code 21015911);

23.2. minority special basic education programme for pupils with serious mental development disorders or several serious development disorders (code 21015921).

24. The subjects referred to in the plan for the implementation of subjects and lessons of an educational programme may be implemented in an integrated manner. In such cases the educational institution shall indicate in the plan for the implementation of subjects and lessons of the educational programme which subjects are implemented in an integrated manner.

**VII. Closing Provisions**

25. Cabinet Regulation No. 468 of 12 August 2014, Regulations Regarding the State Standard in Basic Education, the Subjects of Study Standards in Basic Education and Model Basic Educational Programmes (*Latvijas Vēstnesis*, 2014, No. 165), is repealed.

26. This Regulation shall come into force on 1 September 2021 in relation to the implementation of the general education programme in grades 2, 5, and 8, but in relation to the implementation of the general education programme in grades 3, 6, and 9 – on 1 September 2022. Until the abovementioned dates, the general education programmes in grades 2, 5, and 8 and grades 3, 6, and 9 shall be implemented in accordance with the laws and regulations regarding the State basic education standard, subjects of study standards in basic education, and model basic education programmes which were in force until the day of coming into force of this Regulation.

27. This Regulation in relation to the proportion of use of the Latvian language in the acquisition of the study content in the minority education programme in grade 9 shall come into force on 1 September 2021. Until the abovementioned date, the Latvian language in the minority education programme in grade 9 shall be used in accordance with the laws and regulations regarding the State basic education standard, subjects of study standards in basic education, and model education programmes which were in force until the day of coming into force of this Regulation.

28. This Regulation shall come into force on 1 September 2020.

Acting for the Prime Minister – the Minister for Finance Dana Reizniece-Ozola

Acting for the Minister for Education and Science,

the Minister for Welfare Jānis Reirs

**Annex 12**

Cabinet Regulation No. 747

27 November 2018

**Model Minority Basic Education Programme**

(Education programme codes 21011121, 11011121, 21011123, 21011124, 23011121, 23011123, 23011124)

**I. Objectives and Tasks of the Implementation of the Educational Programme**

1. The objective of the minority basic education programme (hereinafter – the educational programme) shall be to ensure comprehensive development and value orientation of a pupil in order for the pupil to be willing and able to continue general education or acquire a profession in the official language, to participate in the social life, and to form as a happy and responsible personality. Tasks shall be implemented according to the State basic education standard.

2. Upon implementing the minority educational programme:

2.1. the acquisition of the ethnic culture is ensured;

2.2. an integrated acquisition of the official language and the study content is promoted;

2.3. the integration of a pupil in the Latvian society is facilitated.

**II. Content of Education**

3. The mandatory content of basic education, the intended results of the acquisition thereof in the fields of study shall be determined by the State basic education standard.

**III. Requirements in Relation to the Education Acquired Previously**

4. Pupils shall be enrolled in grades 1-9 in accordance with the laws and regulations determining the procedures for enrolling educatees in general education programmes and discharging from them, and also the mandatory requirements for moving educatees up into the next grade in such programmes.

**IV. Principles for the Organisation of Pedagogical Process and Plan for the Implementation Thereof**

**(Including According to the Subjects)**

5. The acquisition of basic education may be organised in the form of full-time, extramural, and distance learning.

6. Depending on the form of acquisition of education, an educational institution shall develop a plan for the implementation of subjects and lessons for the organisation of pedagogical process in conformity with the total number of lessons in the subjects specified in Tables 1 and 2 of this Annex.

**The number of lessons in three years in a subject1**

Table 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No. | The field of study and the subject | grades 1-3 | grades 4-6 | grades 7-9 |
| 1. | The field of study of languages | | | |
| 1.1. | Latvian language and literature | 520 (15) | 525 (15) | 525 (15) |
| 1.2. | foreign languages | 174 (5) | 245 (7) | 315 (9) |
| 1.3. | minority language and literature | 312 (9) | 315 (9) | 315 (9) |
| 2. | Social and civic field of study | | | |
| 2.1. | social sciences | 104 (3) |  | 105 (3) |
| 2.2. | social sciences and history |  | 245 (7) |  |
| 2.3. | history of Latvia and world history |  |  | 210 (6) |
| 3. | The field of study of understanding of culture and self-expression in art | | | |
| 3.1. | visual arts | 104 (3) | 105 (3) | 105 (3) |
| 3.2. | music | 104 (3) | 105 (3) | 105 (3) |
| 3.3. | theatre arts |  | 70 (2) |  |
| 4. | The field of study of natural sciences | | | |
| 4.1. | natural sciences | 208 (6) | 210 (6) |  |
| 4.2. | chemistry |  |  | 140 (4) |
| 4.3. | physics |  |  | 140 (4) |
| 4.4. | biology |  |  | 210 (6) |
| 4.5. | geography |  |  | 140 (4) |
| 5. | The field of study of mathematics | | | |
| mathematics | 416 (12) | 560 (16) | 525 (15) |
| 6. | The field of study of technologies | | | |
| 6.1. | design and technologies | 173 (5) | 140 (4) | 140 (4) |
| 6.2. | computer systems |  | 105 (3) | 175 (5) |
| 6.3. | engineering |  |  | 35 (1) |
| 7. | The field of study of health and physical activity | | | |
| sports and health2 | 278 (8) | 315 (9) | 315 (9) |

Notes.

1 The recommended number of lessons per week in three years is indicated in the brackets.

2 Three hours in all grades are planned regularly, every week in the subject *Sports and health*, in grade 1 – two hours per week.

**The number of lessons in three years in a subject1, upon organising the acquisition of basic education in the form of extramural studies or distance learning**

Table 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No. | Field of study and subject | grades 1-3 | grades 4-6 | grades 7-9 |
| 1. | Field of study of languages | | | |
| 1.1. | Latvian language and literature | 312 (9) | 350 (10) | 455 (13) |
| 1.2. | foreign languages | 139 (4) | 140 (4) | 140 (4) |
| 1.3. | minority language and literature | 104 (3) | 210 (6) | 210 (6) |
| 2. | Social and civic field of study | | | |
| 2.1. | social sciences | 70 (2) |  | 105 (3) |
| 2.2. | social sciences and history |  | 105 (3) |  |
| 2.3. | history of Latvia and world history |  |  | 210 (6) |
| 3. | The field of study of understanding of culture and self-expression in art | | | |
| 3.1. | visual arts2 | 104 (3) | 105 (3) | 105 (3) |
| 3.2. | music2 | 104 (3) | 105 (3) | 105 (3) |
| 3.3. | theatre arts2 |  | 35 (1) |  |
| 4. | The field of study of natural sciences | | | |
| 4.1. | natural sciences | 104 (3) | 105 (3) |  |
| 4.2. | chemistry |  |  | 105 (3) |
| 4.3. | physics |  |  | 105 (3) |
| 4.4. | biology |  |  | 105 (3) |
| 4.5. | geography |  |  | 140 (4) |
| 5. | The field of study of mathematics | | | |
| mathematics | 243 (7) | 350 (10) | 385 (11) |
| 6. | The field of study of technologies | | | |
| 6.1. | design and technologies2 | 104 (3) | 105 (3) | 105 (3) |
| 6.2. | computer systems |  | 105 (3) | 105 (3) |
| 6.3. | engineering |  |  | 35 (1) |
| 7. | The field of study of health and physical activity | | | |
| sports and health2 | 104 (3) | 105 (3) | 105 (3) |

Notes.

1 The recommended number of lessons per week in three years is indicated in the brackets.

2 Pupils may acquire the theoretical part of the study content in the subjects *Theatre arts*, *Music*, *Visual arts*, *Design and technologies*, *Sports and health.*

7. For the implementation of the pedagogical process an educational institution shall choose one of the following proportions of the language use for the acquisition of the study content:

7.1. the educational institution shall determine the subjects which are to be acquired in the Latvian language in the amount of not less than 80 % of the total load of lessons in an academic year, including foreign languages, and the subjects which are to be acquired in the minority language and bilingually;

7.2. the educational institution shall determine the subjects which in grades 1-6 are to be acquired in the Latvian language in the amount of not less than 50 % of the total load of lessons in an academic year, including foreign languages, and the subjects which are to be acquired in the minority language and bilingually , which in grades 7-9 are to be acquired in the Latvian language in the amount of not less than 80 % of the total load of lessons in an academic year, including foreign languages, and the subjects which are to be acquired in the minority language and bilingually;

7.3. upon developing its own educational programme and including subjects other than those included in the model basic education programme, the educational institution shall determine the subjects which in grades 1-6 are to be acquired in the Latvian language in the amount of not less than 50 % of the total load of lessons in an academic year, including foreign languages, and the subjects which are to be acquired in the minority language and bilingually , which in grades 7-9 are to be acquired in the Latvian language in the amount of not less than 80 % of the total load of lessons in an academic year, including foreign languages, and the subjects which are to be acquired in the minority language and bilingually.

8. The total number of lessons in a subject shall be determined for three years in order for an educational institution to be able to plan the study content flexibly and to organise the study process according to the results to be achieved, the needs of pupils, and the possibilities of the educational institution.

9. An educational institution may reduce or increase the number of lessons in a subject according to the priorities defined in the development plan by not exceeding 10 % of the total number of lessons within three years in the subject in which the number of lessons is changed, except for the State grammar school which according to the priorities defined in the development plan may reduce or increase the number of lessons in the subject in grades 7-9 by not exceeding 25 % of the total number of lessons within three years in the subject in which the number of lessons is changed.

10. An educational institution shall, by the order of the head thereof, approve the plan for the subjects and lessons with the total number of lessons in each subject per month, semester, academic year, and three years in the following stages: grades 1-3, grades 4-6, and grades 7-9.

11. An educational institution may determine the subjects which are fully or partly implemented in an academic year in any of the official languages of the European Union in conformity with the conditions of the State education standard.

12. An educational institution shall determine the first foreign language to be acquired which is one of the official languages of the European Union according to the objectives and tasks specified in the by-laws thereof, taking into account the choice of parents and the efficiency considerations.

13. Diverse forms of teaching and upbringing work shall be used for the achievement of the objectives specified in the State basic education standard, varying the duration of their implementation according to the objective and the learning needs of pupils. The results intended to be achieved by a pupil shall be achieved in a unified study and upbringing process which includes both the work during lessons and the measures included outside the total study load.

14. The following shall be included in the educational programme outside the total load of lessons:

14.1. class lessons which are planned according to the needs of the study and upbringing work, including, for example, health education and road traffic safety issues therein;

14.2. optional lessons (including *Choir, Collective music playing, Christian teaching for grades 1–3* and *Education in beliefs*) which are organised for a group of pupils on the basis of a voluntary principle (the basis – a submission of the parents);

14.3. lessons for individual work with pupils;

14.4. measures according to the Cabinet regulations regarding the guidelines for the upbringing of educatees and the procedures for the evaluation of information, teaching aids, materials, and teaching and upbringing methods.

15. An educational institution shall develop an individual plan for a pupil for the completion of an educational programme in order to help him or her to integrate in the overall study process by planning individual lessons or ensuring other type of support without exceeding the load of lessons per week specified in the General Education Law if the pupil has returned or arrived from another country or has been ill for a long time, or the pupil has other learning needs.

16. Dynamic breaks of 2-3 minutes may be included in lessons for the development and strengthening of the posture of pupils.

17. For the implementation of the study content, an educational institution or a teacher shall choose teaching aids according to the intended result to be achieved by a pupil and shall use the criteria specified in the Cabinet regulations regarding the guidelines for the upbringing of educatees and the procedures for the evaluation of information, teaching aids, materials, and teaching and upbringing methods.

**V. Characterisation of the Learning Environment**

18. An educational institution shall ensure a study process conforming to the hygiene requirements laid down in the laws and regulations, inclusive learning environment which promotes intellectual and socio-emotional development and health and is physically and emotionally safe according to the needs and development peculiarities of the age group of pupils and the universal design requirements, for example, information that is easy to perceive, easy access, floor and indoor presentation with contrasting environmental objects.

19. Upon offering the implementation of a basic education programme in the form of distance learning and achieving the intended results to be achieved in the State basic education standard, an educational institution shall ensure appropriate human resources and technical provision, for example, for organising video lectures and individual online consultations, for communication in the electronic learning environment of the educational institution, and for the development of teaching materials intended for distance learning.

**VI. Procedures for the Assessment of Learning Achievements of Pupils**

20. The basic principles for the assessment of the study performance of pupils, the types of assessment, the way of expressing the assessment, and the State determined examinations at the end of the education level shall be specified in the State basic education standard.

21. An educational institution shall develop the procedures for the assessment of learning achievements of pupils according to the basic principles for the assessment specified in the basic education standard, for example, determining the objective of the assessment, its position in the study process, the scope and number of examinations by not intending more than one up to two examinations at the end of the topic for a class on one day, the way of expressing the assessment, the procedures for informing the parents or lawful representatives of the pupil, the cases for the use of “wa” (without assessment).

22. The methodological techniques for the assessment of study performance of pupils, the time of performance, and the assessment criteria shall be determined by a teacher, taking into account the results intended to be achieved by a pupil in the field of study and the procedures for the assessment of learning achievements of pupils developed by an educational institution.

23. The completion of an educational programme in each grade shall be attested by a certificate which includes the assessment of the performance of a pupil in every subject at the end for the academic year. Pupils shall be moved up into the next grade in accordance with the laws and regulations determining the procedures for enrolling educatees in general education programmes and discharging from them, and also the mandatory requirements for moving educatees up into the next grade in such programmes.

**VII. Evaluation and Justification of the Personnel, Financial and Material Resources Necessary for the Implementation of the Educational Programme**

24. An educational institution shall conform to the requirements of the laws and regulations governing the operation of educational institutions in the implementation of an educational programme.

25. The costs related to the implementation of an educational programme shall be covered:

25.1. in a State-founded educational institution – from the State budget;

25.2. in an educational institution founded by a local government – from the State and local government budget;

25.3. in an educational institution founded by a private individual – from the State, local government, and private budget.

26. The number of lessons to be paid per month shall be calculated according to the plan for the implementation of subjects and lessons approved by the head of the educational institution.

27. The work load and work remuneration of a teacher shall be determined in accordance with the legal framework regarding the work remuneration of teachers.

28. An educational institution has the right to divide a class into groups for the acquisition of certain subjects within the framework of the approved work remuneration fund of teachers, and also to join pupils of the same stage of education into not more than two classes for the acquisition of an individual subject in all lessons and part of them.

Acting for the Minister for Education and Science, the Minister for Welfare Jānis Reirs