Republic of Latvia

Cabinet

Regulation No. 395

Adopted 13 July 2023

**Procedures for Issuing Permits for the Implementation of a Non-formal Education Programme**

*Issued pursuant to*

*Section 14, Clause 11.1 of the Education Law*

**I. General Provisions**

1. The Regulation prescribes the procedures for issuing permits for the implementation of a non-formal education programme (hereinafter – the programme) (hereinafter – the permit).

2. The permit shall be issued or cancelled by a local government of such administrative territory within the administrative territory of which it is intended to implement the programme or part thereof or within the administrative territory of which the programme or part thereof is being implemented, or in which the programme implementer has been registered if it is intended to implement the programme in full scope or it is being implemented remotely or through distance learning (hereinafter – the local government).

**II. Submission of the Documents Necessary for Obtaining the Permit**

3. For the purpose of obtaining the permit, a person who intends to implement the programme shall submit a submission for obtaining the permit to the relevant local government.

4. The following information shall be indicated in the submission referred to in Paragraph 3 of this Regulation:

4.1. information on the submitter:

4.1.1. if the submitter is a natural person – the given name, surname, personal identity number, declared and actual address of the place of residence, electronic mail address (if any), and contact telephone number;

4.1.2. if the submitter is a legal person – the name, registration number, legal address, and contact telephone number;

4.2. the name of the programme;

4.3. the scope of the programme;

4.4. the address of the location where it is planned to implement the programme or the name of another venue if it is planned to implement the programme outdoors, and a confirmation of the suitability of the premises for ensuring quality education and of the safety for on-site activities if it is planned to implement the programme in full or partly on site or it is planned to implement the programme remotely;

4.5. a confirmation that the persons who will implement the programme for minors, except for employees of educational institutions founded by the local government, conform to the requirements laid down in Section 72, Paragraph five of the Law on the Protection of the Children’s Rights and Section 50 of the Education Law;

4.6. information on the point of contact for communication with the local government – his or her given name and surname, telephone number, and electronic mail address.

5. The following shall be appended to the submission referred to in Paragraph 3 of this Regulation:

5.1. a description of the programme in accordance with Annex to this Regulation (hereinafter – the description of the programme);

5.2. a sample certificate of the completion of the non-formal education programme, including the following information:

5.2.1. the given name and surname of the programme implementer (for a natural person) or the name and registration number (for a legal person);

5.2.2. the name of the document – the certificate of the completion of the non-formal education programme;

5.2.3. the registration number for the certificate of the completion of the non-formal education programme according to the entry made by the programme implementer in the register of certificates to be issued;

5.2.4. the given name and surname of the person obtaining the certificate of the completion of the non-formal education programme;

5.2.5. the name of the programme;

5.2.6. the scope of the programme;

5.2.7. the learning outcomes achieved, including in accordance with Paragraphs 6 and 7 of this Regulation;

5.2.8. the signature and full name of the programme implementer or authorised person or the entry “This document has been signed electronically with a secure electronic signature and it has a time stamp” if the certificate of the completion of non-formal education is issued in the form of an electronic document;

5.2.9. the place and date of issue.

6. When submitting the submission referred to in Paragraph 3 of this Regulation in respect of a programme aimed at acquisition of language skills, the learning outcomes to be achieved in the programme and included in the description of the programme shall be structured in accordance with the proficiency levels indicated in Paragraph 1 of Annex to this Regulation.

7. When submitting the submission referred to in Paragraph 3 of this Regulation in respect of a programme aimed at acquisition of digital competencies, the learning outcomes to be achieved in the programme and included in the description of the programme shall be structured in accordance with the description of digital literacy indicated in Paragraph 1 of Annex to this Regulation.

**III. Procedures for Taking the Decision and Issuing the Permit**

8. A local government shall assess the submitted documents and take the decision to issue the permit or to refuse to issue the permit.

9. The local government is entitled to take the decision to refuse to issue the permit if:

9.1. the purpose of the programme does not correspond to the purpose specified in Sections 2 and 46 of the Education Law;

9.2. material and intellectual resources of the programme do not ensure implementation of education process according to the description of the programme;

9.3. the person has not submitted all documents necessary for taking of the decision or they do not meet the requirements of this Regulation;

9.4. the restrictions on work with minors laid down in the Education Law and the Law on the Protection of the Children’s Rights refer to the person implementing the programme for minors.

10. The local government has the right to take the decision to cancel the permit issued if it is established that:

10.1. material and intellectual resources of the programme to be implemented do not ensure implementation of education process according to the description of the programme;

10.2. the content of the programme to be implemented does not correspond to the description of the programme;

10.3. the person has provided false information when obtaining the permit;

10.4. the legal person implementing the programme has terminated its activity or its activity has been terminated in accordance with the procedures laid down in laws and regulations;

10.5. the natural person implementing the programme has discontinued his or her economic activity or has died;

10.6. violations of laws and regulations have been established in the implementation of the programme;

10.7. the person implementing the programme for minors has committed violations of the Law on the Protection of the Children’s Rights and the Education Law;

10.8. implementation of the programme has not been commenced within two years since obtaining the permit;

10.9. the recipient of the permit has submitted a written request for the cancellation of the permit.

11. If substantial amendments are made to the documents which have formed the basis for obtaining the permit, the person has an obligation, not later than within a month after making of the relevant amendments, to submit a submission to the local government for obtaining a new permit, appending only the documents thereto containing changes. After assessment of the documents, the local government shall take the decision to issue the permit and to cancel the previous permit. The substantial amendments shall be as follows:

11.1. changes in the name of the programme;

11.2. changes in the scope of programme exceeding 10 per cent of the total scope of the programme;

11.3. changes in the content of programme topics and the proportion of theoretical or practical learning exceeding 10 per cent;

11.4. changes in relation to the language in which the programme is implemented;

11.5. reduced provision of material resources, including learning materials, facilities, and equipment.

12. If amendments other than those referred to in Paragraph 11 of this Regulation are made to the documents which have formed the basis for obtaining the permit, the person shall inform the local government of them in writing. The local government shall assess the abovementioned information and, where necessary, update information in the register of permits issued by the local government.

13. The decision taken by the local government to issue the permit, to refuse to issue the permit, or to cancel the permit may be disputed at the council in accordance with the procedures laid down in the Administrative Procedure Law. A decision of the council may be appealed to a court in accordance with the procedures laid down in the Administrative Procedure Law.

14. The local government shall issue a signed permit within five working days after taking of the decision and payment of the fee (if any).

15. When issuing the permit, the local government shall ensure the registration thereof in the register of issued permits.

Prime Minister, acting for the Minister for Foreign Affairs A. K. Kariņš

Minister for Education and Science A. Čakša

**Annex**

Cabinet Regulation No. 395

13 July 2023

**Sample Description of the Non-formal Education Programme**

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| --- |
|   |
| (name of the implementer of the education programme) |

|  |
| --- |
|   |
| (name of the non-formal education programme) |

**1. Purpose of the programme and learning outcomes to be achieved**

|  |  |  |  |
| --- | --- | --- | --- |
|   | Purpose |   |   |
|   |   |   |
|   |   |   |
|   | Learning outcomes to be achieved:\*, \*\* |   |
|   | 1. |   |   |
|   | 2. |   |   |
|   | [...] |   |   |
|   |   |   |   |

Notes (*notes shall be deleted upon completion of the form of the non-formal education programme*):

\* In a programme aimed at acquisition of language skills, the learning outcomes to be achieved shall be structured by dividing the scope of language proficiency in three proficiency levels:

1) basic level – A;

2) medium level – B;

3) highest level – C.

Each proficiency level shall have two grades: the lowest (Grade 1) and the highest (Grade 2).

The level and grade of the proficiency in the language in conformity with the language policy of the European Council and the document developed thereby, Common European Framework of Reference for Languages: Learning, Teaching, Assessment, shall include the following extent of the knowledge of and proficiency of a person in the language:

1). Grade 1 of the basic level (A1) – the person is able to communicate in phrases and short sentences on simple everyday subjects, reads and understands short and simple texts (for example, advertisements, commercials, notices), is able to write short notices of personal nature (for example, given name, surname, address, education, occupation), comprehends and understands slowly enunciated small texts of rudimentary structure on familiar topics;

2) Grade 2 of the basic level (A2) – the person is able to communicate in simple sentences on subjects which are related to everyday situations or the occupation of the person, reads and understands simple texts on everyday life and his or her occupation, is able to fill in standard documents (for example, forms, invoices, receipts), is able to write short texts of personal nature, comprehends and understands naturally paced enunciated small texts related to the occupation and everyday life of the person;

3) Grade 1 of the medium level (B1) – the person is able to maintain a simple dialogue on everyday subjects and professional subjects familiar to him or her, is able to phrase his or her opinion in a short manner, reads and understands texts of simple content and different subjects, is able to write standard documents (for example, submissions, authorisations, deeds), and also simple texts about everyday life topics or topics related to the occupation of the person, comprehends and understands naturally paced spoken texts of simple structure on the subjects related to everyday life or the occupation of the person;

4) Grade 2 of the medium level (B2) – the person is able to communicate on everyday life, social life, and professional issues, to clearly phrase and justify his or her opinion, reads and understands texts of different content, is able to write different documents (for example, statements, summaries, minutes, reports, deeds), and also expanded texts about everyday life, social life and professional topics, comprehends and understands naturally paced spoken texts on different topics;

5) Grade 1 of the highest level (C1) – the person is able to communicate freely, to express and justify his or her opinion on different topics to sufficient extent, reads and understands texts of different content and complexity, is able to write different official documents (for example, recommendations, characterisations, official letters), and also any other texts, comprehends and understands naturally and fluently paced spoken texts of different structure on different topics without difficulties;

6) Grade 2 of the highest level (C2) – the person is able to communicate freely, to have an extensive discussion on different topics (also less known and complicated topics and problems), is able to form a conversation according to the situation, to vary the linguistic means of expression, completely comprehends texts of different content, complexity, and style, understands subtext and nuances of the meaning; is able to write documents of different types, and also any other texts, comprehends and completely understands texts of different structure and subjects spoken at a fluent pace.

\*\* In a program aimed at acquisition of digital skills, the learning outcomes to be achieved shall be structured according to digital literacy, as defined in the European Digital Competence Framework for Citizens in eight levels – each competence has two acquisition levels: foundation (levels 1 and 2), intermediate (levels 3 and 4), advanced (levels 5 and 6), and highly specialised (levels 7 and 8).

Five areas of digital competencies shall include appropriate digital competencies:

I. Information and data literacy:

a) browsing, search, and filtering of information and digital content;

b) evaluation of data, information, and digital content;

c) management of information and digital content.

II. Communication and collaboration:

a) interaction through digital technologies;

b) sharing of information through digital technologies;

c) involvement of society through digital technologies;

d) collaboration through digital technologies;

e) digital etiquette;

f) preservation of digital identity.

III. Digital content creation:

a) digital content creation;

b) integration and re-creation of digital content;

c) reproduction and licences;

d) programming.

IV. Safety:

a) protective devices;

b) personal data and privacy protection;

c) protection of health and well-being;

d) environmental protection.

V. Problem solving:

a) technical problem solving;

b) identification of needs and technological solutions;

c) creativity in the use of digital technologies;

d) identification of missing competencies.

The description of the learning outcomes to be achieved within the programme shall indicate the complexity of tasks to be performed and the autonomy of performance thereof:

1) at the foundation level 1, simple tasks are performed under the guidance of others;

2) at the foundation level 2, simple tasks are performed autonomously or with support where necessary;

3) at the intermediate level 3, well-defined and routine tasks are performed and clearly understandable problems are solved independently;

4) at the intermediate level 4, tasks are performed and well-defined problems outside routine are solved independently from others and according to their own needs;

5) at the advanced level 5, different tasks are performed and problems are solved by leading others;

6) at the advanced level 6, the most appropriate solution is found, being able to adapt to others in difficult situations;

7) at the highly specialised level 7, complex problems with limited interaction factors are solved by integrating independent professional activity with work under the guidance of others;

8) at the highly specialised level 8, complex problems with multiple interaction factors are solved independently.

**2. Target group of the programme** (persons of legal age, minors)

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**3. Requirements in relation to the previously acquired education and experience in the programme-related field, the level of prior knowledge** (if applicable)

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**4. Language of implementation of the programme**

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**5. Division of the scope of the programme**1

**5.1. On site**

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| --- | --- |
| Division of the scope of the programme | Number of hours |
| indoors/outdoors | remotely |
| Theoretical learning |   |   |
| Practical learning |   |   |
| Evaluation of acquisition of the learning outcomes to be achieved |   |   |
| In total |   |   |

**5.2. Remotely**

|  |  |
| --- | --- |
| Division of the scope of the programme | Number of hours |
| indoors/outdoors | remotely |
| Theoretical learning |   |   |
| Practical learning |   |   |
| Evaluation of acquisition of the learning outcomes to be achieved |   |   |
| In total |   |   |

**5.3. Distance learning**

|  |  |
| --- | --- |
| Division of the scope of the programme | Number of hours |
| Theoretical learning |   |
| Practical learning |   |
| Evaluation of acquisition of the learning outcomes to be achieved |   |
| In total |   |

**6. Planning of acquisition of the programme content**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No. | Learning outcome to be achieved2 | Topic | Subtopics | Intended number of hours |
| 1. |   | 1. \_\_\_\_\_\_\_\_\_\_\_ | 1.1. \_\_\_\_\_\_\_\_\_\_\_1.2. \_\_\_\_\_\_\_\_\_\_\_[...] \_\_\_\_\_\_\_\_\_\_\_ |   |
| 2. |   |   |   |   |
| [...] |   |   |   |   |

**7. Material resources for the provision of the programme** (a list of the necessary learning materials, facilities, and equipment)

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| --- | --- | --- | --- |
|   | 1. |   |  |
|   | 2. |   |  |
|   | [...] |   |  |
|   |   |   |  |

**8. Intellectual resources for the provision of the programme** (persons involved in the implementation of the programme, their education and/or professional qualification and work experience)

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| --- | --- | --- | --- |
|   | 1. |   |   |
|   | 2. |   |   |
|   | [...] |   |   |
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**9. Teaching methods for the provision of the programme**

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|   | 1. |   |   |
|   | 2. |   |   |
|   | [...] |   |   |
|   |   |   |   |

**10. Evaluation of acquisition of the learning outcomes to be achieved in the programme** (if applicable)

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|   |

**11. Provision of the quality of the implementation of the programme** (process, content, environment, and management)

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|   |

**12. Information on the publicity of the programme**3

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**13. Name of the document certifying completion of the programme**

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| **CERTIFICATE OF THE COMPLETION OF THE NON-FORMAL EDUCATION PROGRAMME** |

1Only the table (“On site”, “Remotely”, or “Distance learning”) that relates to the implementation of the specific programme shall be completed.

2The learning outcome to be achieved (statement(s) about what the learner knows, can do, and what tasks he or she can perform after acquisition of the topic) shall be indicated for each topic.

3Optionally, information on the ways in which the programme implementer will promote publicity of the programme shall be indicated.