

CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL)

AT SCHOOL IN EUROPE

LATVIA

NATIONAL DESCRIPTION – 2004/05

The national contributions formed the basis for the comparative study on Content and Language Integrated Learning (CLIL) at school in Europe. Each contribution has the same structure with six main sections entitled as follows:

- 1) National terminology associated with the concept of CLIL
- 2) Organisation and status of CLIL provision
- 3) The qualifications and specialised training of teachers involved in CLIL
- 4) Debate and ongoing reform
- 5) Statistical data (optional)
- 6) References (optional)

Contributions are available in English and, in the case of some countries, in French.

1. NATIONAL TERMINOLOGY ASSOCIATED WITH THE CONCEPT OF CLIL

The concept of *bilingvālā izglītība* (bilingual education) and related terms such as *bilingvālā apmācība* (bilingual training) and *mācības bilingvāli* (learning bilingually) are used in national terminology and public rhetoric and are those closest to CLIL, if not fully covering its meaning. In many cases, learning and training are described as *daudzvalodu* or *multilingvāla* (multilingual), in reference to the new arrangements for studying foreign languages in Latvia. In this context, it is worth noting that approximately 80 % of the population of Latvia are bilingual, and some 15 % trilingual. (1)

In a narrower sense, bilingual education is directly associated with the policy and programmes for the education of ethnic minorities (*mazākumtautību izglītība*), giving the impression that only schools implementing such programmes have to address issues related to bilingual education. In reality, bilingual education is not restricted to these programmes. All schools in Latvia are free to include in their curriculum 'bilingual subjects', meaning one or several subjects taught in a language other than the normal language of instruction, and many schools do so. As emphasised in the Concepts of Education Development 2002-2005, the development of bilingual teaching in general education programmes is intended to reduce differences in access to high quality education. At present, bilingual provision is seen as a convenient and effective means of developing proficiency in languages.

2. ORGANISATION AND STATUS OF CLIL PROVISION

CLIL provision as part of mainstream school provision

According to national legislation on education, local government authorities are responsible for establishing and reorganising institutions for pre-primary education, basic schools (forms 1-9) and secondary schools (forms 10-12) within the broad framework laid down by the Ministry of Education and Science. Pre-primary institutions and schools are responsible for implementing education programmes, in accordance with standards established by central government. Parents are entitled to choose the school at which their children will be educated, irrespective of their mother tongue.

Activities in another language are organised from pre-primary level onwards. A certain number of children attend pre-primary institutions with Latvian/Russian and Latvian/Polish as languages of instruction.(2) In schools for comprehensive education, CLIL is provided in both general education programmes and general education programmes for ethnic minorities. These types of programme are defined in the Education Law. Overall, three ways of providing bilingual teaching exist in mainstream education.

1. The languages proposed for CLIL type provision in schools implementing general education programmes are the state language (Latvian) in combination with one or several foreign languages, i.e. English, German and French. These are the most widespread combinations.

In schools implementing education programmes for minorities, the language combinations proposed for CLIL are either:

2. the state language (Latvian) and minority languages, i.e. Polish, Estonian, Lithuanian, Russian, Belorussian, Ukrainian, Romany or Hebrew (in national terminology on education Romany and Hebrew are regarded as minority languages); or
3. a minority language (mainly Russian) and foreign languages (English or German).

(1) Information source: Minister of Education and Science.

(2) Total enrolment at preschool establishments – 73004; of which languages of instruction Latvian/Russian and Latvian/Polish – 3433; year 2004/05, source: Central Statistical Bureau of Latvia.

2.1. CLIL provision combining the use of Latvian with English, German or French

Each school may determine the specific aims of CLIL provision combining use of the state language (Latvian) with a foreign language (English, German or French) when drawing up its curriculum. However, these aims are not very different from those set out in the National Standards of Education.

In the case of compulsory general basic education (forms 1-9), the National Standards of Basic Education indicate the contents of compulsory education, as well as the educational components necessary for pupils to develop general abilities and skills. The Standards state that pupils should gain practical experience in using language appropriately and effectively in a variety of real-life situations. Their ability to communicate should become more refined as they learn how to engage with and understand others, to be effective listeners, and to speak, read and write in several languages.

As regards general secondary education, the National Standards of General Secondary Education similarly establish the need for pupils to develop proficiency in foreign languages.

A specific aim usually pursued by schools in CLIL combining the use of Latvian with English, German or French is that competence in the last three languages should be developed to a level at which learners can use them to pursue their education, and acquire and communicate knowledge and skills.

CLIL type provision may thus be offered in all compulsory general basic schools and schools for general secondary education in which suitably qualified teachers are available and CLIL is included in the curriculum. Such provision has been possible since the approval of the first Education Law following Latvian independence in 1991. Schools can now include bilingual education in their curricula as a modern method of teaching and learning and an excellent means of satisfying the demands set by the National Standards of Education. Schools are also free to choose which subjects in the curriculum are taught bilingually, usually opting for geography, music, sports, mathematics, visual arts, history and economics. Increased provision in schools in which Latvian was not the language of instruction, was legislated for in 1995.

Schools providing compulsory general basic education may not organise admission tests or set requirements regarding proficiency in the target language. Neither may they charge additional registration fees. However, schools enrolling students for secondary education are entitled to hold entrance examinations that comply with the standard for compulsory basic education, except in subjects in which prospective entrants already hold a compulsory basic education certificate.

As regards the recommendations and assessment or certification for CLIL type provision, the national curriculum has been devised for all levels of general education and the requirements for its implementation are set out in the Standards, irrespective of the language of instruction or the language combination concerned (mother tongue and/or foreign language).

General education programmes are devised by the schools that offer them, in compliance with the National Standards. All programmes have to be licensed and accredited by the Ministry of Education and Science. National level methods of external quality assurance involve the accreditation of educational programmes and institutions and the certification of school heads.

2.2. CLIL provision combining the use of Latvian with minority languages

Two school systems existed in Latvia until the middle of the 1990s, with some children studying in Latvian and some in Russian. Since then, the legislation underlying implementation of the policy for the education of ethnic minorities has been made more consistent. The Ministry of Education and Science has drawn up four model programmes for their basic education (see sections 2.2.1. to 2.2.4), for which the Education Law envisaged several transitional stages.

Implementation of the basic education programmes for the bilingual education of minorities started in September 1999. This stage was planned for three years up to September 2002, during which pupils had to study in two languages (forms 1-9). In form 9, the programmes were such that at least 50 % of their content was taught both in Latvian and bilingually.

From the 2004/05 school year, no less than five subjects (excluding Latvian language and literature) are being taught in the state language in schools providing education programmes for minorities in form 10 and no less than three subjects in forms 11 and 12, in accordance with amendments to the National Standards on General Secondary Education. In the 2006/07 school year, the number of lessons taught in Latvian will have risen to 5 in years 10 to 12. From 2007, state examinations will be in Latvian only. However, general secondary schools providing education programmes for minorities may still continue to exist if there is enough demand (i.e. if parents still choose these programmes for their children) and if their quality can be ensured.

In schools implementing education programmes for minorities, the language combinations proposed for CLIL are the state language and several minority languages, namely Polish, Estonian, Lithuanian, Russian, Belorussian, Ukrainian, Romany and Hebrew.

The specific aims of CLIL provision combining Latvian with minority languages are set out in different model education programmes for ethnic minorities, as follows:

1. to facilitate the integration of learners into Latvian society and ensure they are sufficiently proficient in Latvian to pursue their education in the language;
2. to learn the native language and culture.

State or local government schools for basic education which offer these model programmes are not allowed to organise any kind of entrance test when pupils seek admission. However, schools enrolling students for secondary education are entitled to hold entrance examinations that comply with the standard for compulsory basic education, except in subjects in which prospective entrants already hold a compulsory basic education certificate.

The implementation of general basic education programmes (including those for minorities) is regulated by the model subject plan and curriculum, with which schools have to comply when developing their individual subject plans and curricula by also taking account of requirements regarding the language of instruction.

Basic education programmes for ethnic minorities consist of the following four sub-programmes ⁽³⁾:

2.2.1. Sub-programme I

Sub-programme I is recommended for pupils who have received pre-school education in Latvian or bilingually and who have some conversational skills in Latvian, as well as experience and an environment enabling them to practise the language. In the course of study, some subjects are learnt bilingually, namely five subjects in forms 1-3, two to four subjects in forms 4-7, and one subject in forms 7-9. The overall tendency in this sub-programme is to offer more subjects in Latvian only.

The model subject plan and curriculum for sub-programme I set out the subjects and time allocation for bilingual type provision as follows:

- mathematics: form 5, five lessons a week; form 6, five/six lessons a week; form 7, six lessons a week; form 8, five/six lessons a week; form 9, five/six lessons a week;
- natural sciences (integrated subject): form 1, one lesson a week; form 2, one lesson a week; form 3, one lesson a week;
- botany: form 6, one/two lessons a week;

⁽³⁾ See section 5.2. for more detailed information on the curricula of the four sub-programmes for the year 2005/06.

- geography: form 6, two lessons a week;
- sports: form 1, two lessons a week; form 2, two/three lessons a week; form 3, two/three lessons a week;
- music: form 1, one/two lessons a week; form 2, one/two lessons a week; form 3, one/two lessons a week;
- visual art: form 1, one/two lessons a week; form 2, one/two lessons a week; form 3, one/two lessons a week;
- handicraft: form 1, one/two lessons a week; form 2, one/two lessons a week; form 3, one/two lessons a week.

2.2.2. Sub-programme II

Sub-programme II is recommended for pupils who have conversational skills in Latvian, but lack an environment in which they can practise the language. This sub-programme is chosen by parents who want their children to be fully integrated into Latvian society. In sub-programme II, studies are essentially bilingual with two languages used for teaching, learning and general communication.

The model subject plan and curriculum for sub-programme II set out the subjects and time allocation for bilingual type provision as follows:

- mathematics: form 1, four lessons a week; form 2, four/five lessons a week; form 3, four/five lessons a week; form 4, four/five lessons a week; form 5, five lessons a week; form 6, five/six lessons a week; form 7, six lessons a week; form 8, five/six lessons a week; and form 9, five/six lessons a week;
- natural sciences (integrated subject): form 1, one lesson a week; form 2, one lesson a week; form 3, one lesson a week; and form 4, one lesson a week;
- biology (botany; zoology and human anatomy): form 6, one/two lessons a week; form 7, two lessons a week; form 8, two lessons a week; and form 9, two lessons a week;
- geography: form 6, two lessons a week; form 7, two lessons a week; form 8, two lessons a week; and form 9, two lessons a week;
- history: form 5, two lessons a week; form 6, two lessons a week; form 7, two lessons a week; form 8, two lessons a week; and form 9, two/three lessons a week;
- ethics or ethics and religion: form 7, one lesson a week.
- introduction to economics: form 8, one/two lessons a week;
- civics: form 9, one/two lessons a week;
- health studies: form 5, one lesson a week;
- sports classes: form 1, two lessons a week; form 2, two/three lessons a week; form 3, two/three lessons a week; form 4, two/three lessons a week; form 5, two lessons a week; form 6, two/three lessons a week; form 7, two lessons a week; form 8, two/three lessons a week; and form 9, two/three lessons a week;
- home economics: form 5, two lessons a week; form 6, two lessons a week; form 7, two lessons a week; form 8, two lessons a week; and form 9, two lessons a week;
- music: form 1, one/two lessons a week; form 2, one/two lessons a week; form 3, one/two lessons a week; form 4, one/two lessons a week; form 5, one lesson a week; form 6, one/two lessons a week; form 7, one lesson a week; form 8, one/two lessons a week; and form 9, one/two lessons a week;

- visual art: form 1, one/two lessons a week; form 2, one/two lessons a week; form 3, one/two lessons a week; form 4, one/two lessons a week; form 5, two lessons a week; form 6, one/two lessons a week; form 7, one lesson a week; form 8, one/two lessons a week; and form 9, one lesson a week;
- handicraft: form 1, one/two lessons a week; form 2, one/two lessons a week; form 3, one/two lessons a week; and form 4, one/two lessons a week.

2.2.3. Sub-programme III

Sub-programme III is recommended for pupils who have no preliminary knowledge of Latvian or appropriate environment in which to practise it, but whose families want them to be fully integrated into Latvian society. In form 1, one subject is taught in Latvian and then an additional subject each year so that, by form 9, at least nine subjects are taught in the language.

The model subject plan and curriculum for sub-programme III set out the subject and time allocation for bilingual type provision as follows:

- natural sciences (integrated subject): form 1, one lesson a week; form 2, one lesson a week; form 3, one lesson a week; and form 4, one lesson a week.

2.2.4. Sub-programme IV

Sub-programme IV is recommended for pupils who have no preliminary knowledge of Latvian and whose parents want them to receive basic education in their mother tongue. Depending on their wishes, schools can, in the case of forms 4-6, freely choose the subjects taught in Latvian and bilingually (which must correspond to no less than 50 % of the whole study programme). In forms 7-9, at least 10 or 11 subjects are taught in Latvian or bilingually.

The model subject plan and curriculum for sub-programme IV set out the subjects and time allocation for bilingual type provision as follows:

- mathematics: form 7, six lessons a week; form 8, five/six lessons a week; and form 9, five/six lessons a week;
- computer sciences: form 7, one lesson a week;
- biology (botany; zoology and human anatomy): form 7, two lessons a week; form 8, two lessons a week; and form 9, two lessons a week;
- physics: form 8, two/three lessons a week; and form 9, two lessons a week;
- music: form 7, one lesson a week; form 8, one/two lessons a week; and form 9, one/two lessons a week.

It is important to note that parents can choose freely whether their children should attend a school offering the programme of general education with Latvian as language of instruction, a school offering the general education programmes for minorities (the four sub-programmes referred to above), or yet again a school with its own curriculum (not necessarily a private school). It is expected that, in the model developed by schools in form 9, the state language will be used to cover 50-70 % of the curriculum.

Schools for general secondary education are free to choose which subjects they offer on a bilingual basis. Each school is responsible for developing and administering education programmes, which may only differ at general secondary level. Some schools provide in their programmes for the combined use of three languages, namely the state language (Latvian), the minority language (Russian) and foreign languages (English or German).

The basic principles and procedure governing pupil assessment in bilingual type provision are no different from the common principles of the National Standards. A single examination system has been established as a quality assurance measure for general education and tests have been devised in three languages, Latvian, Russian and

Polish. On completion of general basic education (form 9) and general secondary education (form 12), centralised examinations are organised, with national tests at the end of forms 3 and 6.

2.2.5. Evaluation of schools

The accreditation of schools and state centralised tests/examinations are also a means of evaluating CLIL type provision. By accrediting schools, educational content is evaluated to determine whether it complies with state standards. Furthermore, state centralised tests and exams for forms 3, 6, 9 and 12 are a way of evaluating not just student results but school performance data as well. Data collection and quality evaluation of CLIL type provision is organised at the level of the school, the municipality and the state, as well as at international level and in relation to academic research.

Data collection concerning CLIL type provision has taken place since 1998. The state General Education Quality Evaluation Agency has been established in 2005 by decision of the Cabinet of Ministers. The Agency is also responsible for quality evaluation of CLIL.

2.3. CLIL provision combining use of a minority language with foreign languages

This type of combination in bilingual provision is a somewhat marginal activity in schools with education programmes for ethnic minorities. Some schools offer subject courses at general upper secondary level using Russian/English or Russian/German as languages of instruction. The main barrier, which has prevented such provision from becoming more widespread, is a shortage of qualified and motivated teachers. As in the case of bilingual provision based on the state and foreign languages, there are at present no national statistical data on the number of pupils who receive bilingual provision combining the use of a minority language with foreign languages.

3. THE QUALIFICATIONS AND SPECIALISED TRAINING OF TEACHERS INVOLVED IN CLIL

On the whole, the qualifications of teachers involved in CLIL type provision reflect national requirements for teacher training and qualifications in general. Since September 2004, teachers have had to possess a degree, a relevant qualification and an in-service training background that conforms to the procedures established by the Ministry of Education and Science, i.e. in-service training courses of 36 hours in a 3-year period. Nine state higher education institutions provide full-time professional teacher training programmes and, up to the end of 2003, 114 teacher training programmes were offered in higher professional education. Several initial training programmes included courses that were closely associated with CLIL type provision, such as the course on 'socio-linguistic aspects of bilingual education'.

An additional requirement facing teachers, which was first introduced in 1998, is that they should become competent in the state language at the highest level in the Council of Europe Common European Framework of Reference for Languages (III degree, i.e. European language level C). It was originally intended that this requirement should be fully implemented within a year but, in several locations, such as the town of Daugavpils, teachers were granted an extra 18 months to learn Latvian.

Teachers involved in CLIL type provision using Latvian on the one hand and English, French or German on the other, as languages of instruction, are usually qualified both to teach languages and the content of another subject, such as geography, history or mathematics. They do not have to be native speakers of English, French or German. In primary education, teachers who specialise in English, French or German and who have completed the corresponding in-service courses are qualified to teach another subject in their specialist language. In lower and upper secondary education, a subject teacher may use another language in the teaching process. For instance, a teacher may use teaching materials published in that language. A further way to use a foreign language in the teaching process would be in closer cooperation between the subject teacher and the foreign

language teacher. In recent years, it has been possible for prospective foreign language teachers to complete a special study programme enabling them to teach computer science, alongside the foreign language concerned. These young teachers are thus qualified to teach the subject using a foreign language.

Teachers whose mother tongue is not Latvian and who are involved in bilingual education in programmes for minorities, have to pass the Latvian language proficiency test at the highest level (III degree) in the above-mentioned Council of Europe framework. The test model was developed in accordance with the language level descriptions of the Council of Europe and advice was given by specialists from the University of Cambridge Local Examinations Syndicate (UCLES). Arrangements for state language certification and the testing process are devised and administered by the Department of Language for Proficiency at the Ministry of Education and Science Curriculum Development and Examination Centre.

Those who teach their subjects on a bilingual basis, using the state language and the language of an ethnic minority receive salary bonuses from both central government and the municipality concerned.

The National Agency for Latvian Language Training (NALLT) plays a significant role regarding in-service teacher training programme providers. Since its establishment in 1996, the main purpose of the NALLT programme has been to introduce an integrated approach to language and subject learning. The NALLT provides continuing (in-service) education courses and seminars for teachers, including courses on the primary school methodology of bilingual teaching for teachers in minority schools. The NALLT is also offering a second level course on latest findings in the methodology of bilingual teaching.

The NALLT publishes teaching materials for bilingual education and methodological teaching materials for teachers involved in CLIL type provision, as well as informational and promotional materials on bilingual education for teachers, pupils and parents. In addition, four bilingual education centres have been established at municipal level in Liepāja, Rīga, Daugavpils and Rēzekne.

4. DEBATE AND ONGOING REFORM

At present, the relationship between education policy and functional multilingualism is one of the most topical issues in Latvia. It is felt that the use of CLIL to acquire a second, third or even fourth language should be encouraged. By the same token, learning languages as separate subjects should be regarded as out-of-date, non-functional and inappropriate. CLIL type provision – or one of 200 academically acknowledged variants of bilingual provision – should be regarded as the only reliable method of learning languages.

The bilingual education model is set to become the blueprint for education programmes in all schools throughout Latvia. Schools offering general education programmes are encouraged to include in them provision for the bilingual teaching of three or four foreign languages, while schools offering general education programmes for ethnic minorities are encouraged to include in them bilingual provision using English and French, alongside Latvian. Each region, municipality, school and class should choose the version of CLIL best suited to its needs.

Arrangements for language learning in Latvia should be improved and updated in the next 5-10 years, as planned by the Ministry of Education and Science. However, the minister is now drawing up plans for a more broadly based policy on bilingual education, including proposals for learning school subjects in the state language and foreign languages, with the initial regulations scheduled to take effect from as early as September 2005.

5. STATISTICAL DATA

5.1. Number and percentage of pupils in Latvia according to their language of instruction

Total number of pupils in Latvia	Number of pupils			<i>Who acquires education bilingually (*)</i>
	In general education programmes with Latvian as language of instruction	In general education programmes with Russian as language of instruction	In general education programmes with another language as language of instruction	
300,667	214,855 (71.46 %)	84,559 (28.12 %)	1,253 (0.42 %)	85,812 (28.54 %)

Source: Ministry of Education and Science, 2004/05 school year.

(*) National level data are not available on the number of pupils in general education programmes who are studying 'bilingual' subjects in which Latvian is the language of instruction.

5.2. Model subject plan and curriculum of the four ethnic minority sub-programmes, 2005/06 ⁽⁴⁾

Sub-programme 1

Education spheres and subjects	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
Languages									
The Latvian language and literature:	4	3-4	3-4	4	4	4		4	4
Latvian language							3		
Latvian literature							2		
The ethnic minority language	5	7-8	8-9	5*	3	3-4	3	2-3	2-3
Foreign language			3-5	3	4	3	3	2-3	2-3
Basic of technologies and sciences									
Mathematics (algebra, geometry)	4	4-5	4-5	4	5	5-6	6	5-6	5-6
Computer sciences					1	1	1	1	1
Natural sciences (integrated)	2	1	1	2					
Biology (botany, zoology and human anatomy)						1-2	2	2	2
Physics								2-3	2
Chemistry								2	2
Geography						1-2	2	2	2
Human being and society									
History					2	2	2	2	2-3
Social sciences (civics, introduction to economy, health studies)	1			2	1		1	1	1-2
Ethics and/or Christian studies	1	1							
Home economics (manual training)	1	1-2	1-2	1	2	2	1	2	2
Sports	2	2-3	2-3	2	2	2-3	2	2-3	2-3
Arts									
Literature					2	2-3	2	2-3	2-3

⁽⁴⁾ In accordance with instructions no. 766 (1 December 2004) and no. 128 (23 February 2005) of the Ministry of Education and Science.

Education spheres and subjects	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
Music	1	1-2	1-2	1	1	1-2	1	1-2	1-2
Visual art	1	1-1	1-2	2	2	1-2	1	1-2	1
Maximal study load of pupil	22	22	24	26	28	30	32	34	34
Extra-curriculum activities and individual/group activities	2-4	1-2	1-2	2-4	1-2	1-2	1-2	1-2	1-2

In the Latvian language	Bilingually	In the minority language
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Sub-programme 2

Education spheres and subjects	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
Languages									
The Latvian language and literature:	4	3-4	3-4	4	4	4		4	4
Latvian language							3		
Latvian literature							2		
The ethnic minority language	5	7-8	8-9	5*	3	3-4	3	2-3	2-3
Foreign language			3-5	3	4	3	3	2-3	2-3
Basic of technologies and sciences									
Mathematics (algebra, geometry)	4	4-5	4-5	4	5	5-6	6	5-6	5-6
Computer sciences					1	1	1	1	1
Natural sciences (integrated)	2	1	1	2					
Biology (botany, zoology and human anatomy)						1-2	2	2	2
Physics								2-3	2
Chemistry								2	2
Geography						2	2	2	2
Human being and society									
History					2	2	2	2	2-3
Social sciences (civics, introduction to economy, health studies)	1			2	1		1	1	1-2
Ethics and/ or Christian studies	1	1							
Home economics (manual training)	1	1-2	1-2	1	2	2	1	2	2
Sports	2	2-3	2-3	2	2	2-3	2	2-3	2-3
Arts									
Literature					2	2-3	2	2-3	2-3
Music	1	1-2	1-2	1	1	1-2	1	1-2	1-2
Visual art	1	1-2	1-2	2	1	1-2	1	1-2	1
Maximal study load of pupil	22	22	24	26	28	30	32	34	34
Extra-curriculum activities and individual/group activities	2-4	1-2	1-2	2-4	1-2	1-2	1-2	1-2	1-2

In the Latvian language	Bilingually	In the minority language
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Sub-programme 3

Education spheres and subjects	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
Languages									
The Latvian language and literature:	4	3-4	3-4	4	4	4		4	4
Latvian language							3		
Latvian literature							2		
The ethnic minority language	5	7-8	8-9	5	4	3-4	3	2-3	2-3
Foreign language			3-5	3	4	3	3	2-3	2-3
Basic of technologies and sciences									
Mathematics (algebra, geometry)	4	4-5	4-5	4	5	5-6	6	5-6	5-6
Computer sciences					1	1	1	1	1
Natural sciences (integrated)	2	1	1	2					
Biology (botany, zoology and human anatomy)						1-2	2	2	2
Physics								2-3	2
Chemistry								2	2
Geography						2	2	2	2
Human being and society									
History					2	2	2	2	2-3
Social sciences (civics, introduction to economy, health studies)	1			2	1	2	1	1	1-2
Ethics and/ or Christian studies	1	1							
Home economics (manual training)	1	1-2	1-2	1	2	2	1	2	2
Sports	2	2-3	2-3	2	2	2-3	2	2-3	2-3
Arts									
Literature					2	2-3	2	2-3	2-3
Music	1	1-2	1-2	1	1	1-2	1	1-2	1-2
Visual art	1	1-2	1-2	2	2	1-2	1	1-2	1
Maximal study load of pupil	22	22	24	26	28	30	32	34	34
Extra-curriculum activities and individual/group activities	2-4	1-2	1-2	2-4	1-2	1-2	1-2	1-2	1-2

In the Latvian language	Bilingually	In the minority language
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Sub-programme 4

Education spheres and subjects	Year 1	Year 2	Year 3	Year 4 (*)	Year 5 (*)	Year 6 (*)	Year 7	Year 8	Year 9
Languages									
The Latvian language and literature:	4	3-4	3-4	4	4	4		4	4
Latvian language							3		
Latvian literature							2		
The ethnic minority language	5	7-8	8-9	5*	4	3-4	3	2-3	2-3
Foreign language			3-5	3	4	3	3	2-3	2-3
Basic of technologies and sciences									
Mathematics (algebra, geometry)	4	4-5	4-5	4	5	5-6	6	5-6	5-6
Computer sciences					1	1	1	1	1
Natural sciences (integrated)	2	1	1	2					
Biology (botany, zoology and human anatomy)						1-2	2	2	2
Physics								2-3	2
Chemistry								2	2
Geography						2	2	2	2
Human being and society									
History						2	2	2	2-3
Social sciences (civics, introduction to economy, health studies)	1			2	1	2	1	1	1-2
Ethics and/ or Christian studies	1	1							
Home economics (manual training)	1	1-2	1-2	1	2	2	1	2	2
Sports	2	2-3	2-3	2	2	2-3	2	2-3	2-3
Arts									
Literature					2	2-3	2	2-3	2-3
Music	1	1-2	1-2	1	1	1-2	1	1-2	1-2
Visual art	1	1-2	1-2	2	2	1-2	1	1-2	1
Maximal study load of pupil	22	22	24	26	28	30	32	34	34
Extra-curriculum activities and individual/group activities	2-4	1-2	1-2	2-4	1-2	1-2	1-2	1-2	1-2

In the Latvian language

Bilingually

In the minority language

(*) In years 4 to 6, schools may freely choose the subjects taught in Latvian or bilingually. They must correspond to 50 % of the whole study programme.

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