MEDIA EDUCATION WITHIN FORMAL EDUCATIONAL SYSTEM	Country profile LATVIA		Resources; other usable datas
Context – educational system	Overview	The education system of the Republic of Latvia is managed by the Ministry of Education and Science In Latvia, the pre-school education for five- and six-year-old children is compulsory. Primary and lower secondary education is organised as a single structure system (*pamatizglītība*), beginning at the age of 7 and consisting of nine years of compulsory schooling. Upper-secondary education is not compulsory, but the proportion of population with completed upper secondary education is still high	https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php?title=Countries
	Primary and lower secondary education	**Single Structure Education (Integrated Primary and Lower Secondary Education)** In Latvia the term for ISCED 1 and 2 levels is *pamatizglītība* ("basic education" or integrated primary **and** lower-secondary education). It is compulsory. Single structure education *pamatizglītība* begins at seven years of age and lasts a total of nine years, consisting of 6 years of the first stage of *pamatizglītība* education (*sākumskola*) and 3 years of the second stage of *pamatizglītība* education. The compulsory education curriculum should be implemented so that every pupil: • acquires basic knowledge of language and mathematics; • has understanding on general processes of nature and society, moral and ethical values; • acquires knowledge and democratic values necessary for a citizen of Latvia; • learns to study and adopts basic skills of using ICT; • gains possibility to get experience of creative activities; • acquires knowledge in Latvian, European and world culture heritage; • learns communication and cooperation abilities.	

Sample plan of general basic education programme (variant Nr.1):

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Language									
Latvian Language	6	6	6	5	5	4	3	3	3
1st Foreign Language *	1	1	3	3	3	3	3	3	3
2nd Foreign language						2	3	3	3
Technology and Science Basics									
Mathematics	4	4	4	5	5	5	6	5	5
IT					1	1	1		
Natural Sciences	1	1	2	1	1	2			
Biology							1	1	2
Physics								1	2
Chemistry								1	2
Geography							1	1	2
Human and Society									
World History and History of Latvia**								2	2
History of Latvia ***						1	1	1	1
World History ****						1	1	1	1
Social Sciences	1	1	1	1	1	2	1	1	2
Ethics/Introduction to Christianity	1	1	1						
Crafts	1	1	1	1	1	2	1	1	2
Sport	2	2	2	2	2	2	2	2	2
Art									
Literature				1	2	2	2	2	2
Music	2	2	2	2	2	2	1	1	1
Visual Arts	2	2	2	1	1	1	1	1	1
Lessons for choice of education institution	1	2	0	4	4	0	4	6	0
Maximal work load per week	**22**	**23**	**24**	**26**	**28**	**30**	**32**	**34**	**34**

1. * In 2014/2015, First Foreign language in 1st grade, In 2015/2016, in grades 1-2, and further in grades 1-9.

2. ** World History and History of Latvia in year 2012/2013 for grades 8-9; In 2013/2014, – for grade 9.

3. *** In 2012/2013, History of Latvia and World history in grades 6–7; In 2013/2014, for grades 6–8; In 2014/2015, – grades 6–9 and further - grades 6-9.

4. **** it is recommended to use the optional lessons for the subject Sports.

The number of ICT subject lessons was enlarged providing three ICT lessons in the 5th, 6th and 7th class instead of one lesson in the 7th one as well as the number of Natural Sciences lessons was enlarged – from four in classes 1-4 to twelve in classes 1-6.

	Upper secondary education	In Latvia, upper-secondary education is provided in general and vocational branches and on a full-time or part-time basis, so pupils may choose the most suitable institution for upper-secondary schooling. Pupil may complete the whole schooling in a single institution, unless he/she decides to change school or is obliged to interrupt learning. The Ministry of Education and Science develops a sample plan of mandatory and optional subjects, and optimum time allocation for subjects. Education programmes are developed by teachers/institutions implementing it in accordance with the existing regulation and approved by the school head and the founder of the school (a local government in most cases). An education programme reflects its aims and tasks, the content of education according to national standards (approved in 2008), plans of implementation. Each upper-secondary education programme should be licensed, accredited and registered in the Register of Education Programmes before it can be implemented in the school. General upper-secondary schools may offer programmes of the following 4 types of education directions: • general education programmes with no emphasis on any particular subject group; • humanitarian and social programmes with emphasis on languages and social sciences; • mathematics, natural sciences and technology; • vocationally oriented subjects (like music, sport, economics; do not lead to professional qualification). Eight subjects are compulsory for all general upper-secondary education programmes: Latvian language and literature, first foreign language, second foreign language, mathematics, history, sports, basics of business economics and applied informatics. Each of the educational direction includes group of specific compulsory subjects. About 25% of the total study workload is left to free choice of pupils and the school. The principle of variety is used as a measure to assess study achievements, such as written, oral and integrated tests, evaluation of individual and group work, and different test works such as diagnostic tests, project works and examinations. A 10-point grading scale is used by the teachers to evaluate educational achievements of pupils in upper-secondary education (classes 10-12) in all the learning subjects: 10 with distinction (*izcili*), 9 excellent (*teicami*), 8 very good (*ļoti labi*), 7 good (*labi*), 6 almost good (*gandrīz labi*), 5 satisfactory (*viduvēji*), 4 almost satisfactory (*gandrīz viduvēji*), 3 weak (*vāji*) 2 very weak (*ļoti vāji*), 1 very very weak (*ļoti, ļoti vāji*). Pupils receive a school-report showing grades in every subject at the end of each semester. Pupils of the 12th class receive the school- report once a year – at the end of the first school term.	
	Structure of the national education system 2012/13		https://webgate.ec.eu ropa.eu/fpfis/mwikis/e urydice/index.php?titl e=Countries
Media literacy in the curriculum	ML education in top level curriculum	There is no media education as official subject in curriculum, also officially it is not integrated in other subjects. There might be some variations among schools and individual teachers, for instance, there might be some media education included in social science subject, but not all schools provide it. Also there might be media as a subject in some schools, but then it will be optional subject and also it is more like an exception, only few schools might provide it. However, pupils have some options to learn about media, for instance, a lot of schools have school newspapers or radios. Also non-governmental organizations and youth centers provide options to learn about media, for instance, film making, photo courses or lectures about work with social media, lectures about safety in internet, also different projects, most of this work is focused on learning to produce media content, not on critical analysis. Of course, there are also computer classes, but these are more focused	Media education in Latvia by Andrita Krūmiņa (manuscript) Media education in Latvia by Inese Priedite (manuscript)

		on work with different office software.	
	resources	The Regulations by the Cabinet of Ministers of the Republic of Latvia On the State Basic Education Standard and Basic Education Subject Standards (here "basic" means the integrated primary and lower-secondary education) contain references to media literacy education and media literacy education is integrated in different subjects. Document is available only in the Latvian language: http://www.likumi.lv/doc.php?id=150407 The document contains terms: audiovisual; critical understanding; films and media. The ability to use different traditional, electronic and audiovisual sources is mentioned among learning outcomes, as well as critical understanding and ability to present obtained data (in physics, chemistry etc.) via different media technologies. Films are mentioned as learning sources. The same applies to the Regulations On the State General Upper-Secondary Education Standard and General Upper-Secondary Education Subject Standards, the document is available only in Latvian: http://www.likumi.lv/doc.php?id=181216	
	Media literacy in education from a historical wiew	Already during the first independent Republic of Latvia there were discussions concerning the possibilities and meanings of cinematography (the 'ancestor' of television) in the educational process. V. Penģerots, who was Minister of Education at that time, focused his attention on those questions. To be aware of the rapid development and achievements of modern technologies, it is interesting to read V. Penģerots' description of movies development, where he also mentions how the films entered schools. While describing situation in Latvia during that time, V. Penģerots mentions, that there is technical equipment (picture movie devices) in approximately 60 primary schools in Latvia, but there are no films to show. Even if a school managed to rent a film, it was seldom useful for educational or upbringing purposes. Appropriate educational or upbringing films were rarity, and often schools did not have enough money to rent them. It is also necessary to admit that often teachers damaged film tapes, as they did not have appropriate skills to use them. There was no appropriate technical equipment in the higher education establishments. From this article we can conclude that there were several problems that hindered media pedagogy development: 1) lack of technical provision; 2) lack of educational and visual materials; 3) financial problems; 4) lack of teachers' media competence; 5) lack of appropriate teacher education programmes; 6) lack of a united and appropriate education policy; 7) lack of a united and appropriate educational administration. Despite all these problems V. Penģerots saw the media pedagogy perspectives in Latvia by making theoretical conclusions, taking part in international discussions and offering practical solutions. Knowing the history of Latvia and the world, it is not difficult to conclude that during the first independent Republic of Latvia all the expressed and realized media pedagogy ideas have lost their meaning in 1940, when Latvia became part of Soviet Union. Till 1991, when Latvia regained its independence, the education system of Latvia was under a huge ideological pressure, and the development of media pedagogy in its today's understanding was not welcomed. A. Lasmanis has dedicated a whole article to this issue called "On the Necessity to Develop Media Pedagogy in Latvia". In this article A. Lasmanis substantiates the need to develop a new pedagogy sub-sector – media pedagogy, the main subject of which is not the different medium, but the various forms of communication. Trying to understand the perception of the concepts of media pedagogy and media education in Latvia, the author has investigated two different approaches, which are related to different Anglo-American and Continental Europe traditions. Latvian authors, speaking about media pedagogy, use both terms – media pedagogy and media education, the latter is a direct translation from English.	

		While assessing the processes going on in politics and education of Latvia, it is necessary to admit that today the major attention is paid to one aspect of media competence – the development of functional media competence for work with information and communication technologies (ICT). ICT is perceived as a very important means for the processing of constantly increasing flow of information, the provision of individualisation, as well as for the improvement of pupils' achievements evaluation and the creation of closer cooperation between teachers and parents. Therefore, ICT is considered as a supplementary aid to help people to be ready for life in information society, and also for the transition from the traditional education paradigm to the innovative education paradigm.	
	Media literacy in the curriculum – recent wiew	-	
	Comments, annexes	*Problems and barriers of media pedagogy development in Latvia:* - Lack of unity regarding the concepts of media pedagogy, media education and media education; - Lack of appropriate scientific interests that results in a shortage of research concerning media pedagogy questions; - Lack of information about media pedagogy and education questions; - Lack of unified conception about media pedagogy questions among education policy representatives, pedagogy researchers, teachers, ICT producers and media professionals; - Lack of pedagogical education among media professionals; - Low competence level of media pedagogues; - Insufficient attention is paid to media competence questions while studying pedagogy in higher education establishments; - In study programmes there are no specialized media pedagogy courses; - The implementation of media pedagogy is left for free-lance teachers or lecturers' own initiative; - Lack of all kind of resources (media pedagogy professionals, finances, technical equipment, learning materials, visual materials etc.); - Lack of appropriate and unified education policy in respect of media pedagogy and education-related questions; - Lack of initiative from people involved in the process; - Lack of a systematically constructive approach towards the development of novelties; (From: Media education in Latvia by Andrita Krūmiņa (manuscript)) "There are few media and communication students who have researched this topic in Latvia. What their data show is that media literacy among Latvian youngsters is very low and teachers are not aware of importance of this subject, are not interested or believe that it is fine as it is" (From: Media education in Latvia by Inese Priedite (manuscript))	
Ad Teacher profession development	-		
Specialized network for media educators	-		