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Abstract
<p>The establishment of arts and culture academies and specialised schools in the 1990s and early 2000s in Latvia led to the emergence of arts institutions and opened new perspectives for society in general and for children and youth in particular. Latvia joined the EU in 2004 and as a member of the EU aligns its educational policies with broader EU objectives that support creativity and cultural education. The Cultural Policy of the government of Latvia supports various cultural initiatives, promoting arts education through funding and programmes aimed at enhancing creativity among students. This includes collaboration with cultural institutions, schools that provide formal education and informal establishments. Additionally, informal education refers to learning that occurs in everyday life, without any structured curriculum or formal setting. The National Report provides recommendations for a youth-oriented policy approach in Latvia based on the country's case studies related to EU experiences.</p>

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About CLiViE

The Cultural Literacies' Value in Europe (CLiViE) project develops and applies a Theory of Change (ToC) methodology and Social Return on Investment (SROI) framework to increase our understanding of the value of cultural literacy through arts-based education on social cohesion. It will be delivered through four main phases: it 'maps' arts-based education within the context of cultural literacy learning across different learning environments and over different stages of a young person's education; it 'evaluates' arts-based education to help identify and assess their actual outputs and outcomes; it 'values' arts-based education activities through calculating its impact to further contribute to our understanding of the 'where', 'when', 'what' and 'how' young people's cultural literacies are developed, and differentiated in various learning environments; and it 'practices' pedagogies through developing an innovative set of practices and materials to support art-based educators to develop social justice and inclusion and improve the lives of young people through collaborative pedagogy. It has been designed to meet the three main research outcomes of the work programme topic: the ToC methodology and SROI framework for cultural literacies will directly increase our understanding of the value of cultural literacy on social cohesion; the evidencing of value in arts-based education and the collaborative pedagogy practices in cultural literacy through the co-creation of communities of practice (COPs) and a professional development programme (PDP) for arts educators will support the targeted commissioning of activities that will increase cultural literacy in Europe; and the innovative methodology for data gathering (and engaging) through emotional cartography allows young people to find a voice through more effective initiatives to foster cultural literacy around European cultures. CLiViE is funded under the call topic HORIZON-CL2-2023-HERITAGE-01-07 - Promoting cultural literacy through arts education to foster social inclusion, and brings together a multidisciplinary team from thirteen partners across eight countries:

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Executive Summary

Latvia has rich intangible cultural heritage, and strongly developed professional culture, especially in the fields of music, art, theatre, dance and audiovisual arts. In the National Report, developments in arts-based education are given following changes in political developments in Latvia following Latvia's regained independence in 1991 when the education system underwent substantial reforms. The government aimed to foster a national identity, which included revitalising Latvian culture and arts. The establishment of arts and culture academies and specialized schools in the 1990s and early 2000s led to the **emergence of arts institutions and opened new perspectives** for society in general and for children and youth in particular. Latvia recognises the importance of arts-based education within its educational framework, contributing to both cultural education and personal development. Latvia joined the EU in 2004 and as a member of the EU aligns its educational policies with broader EU objectives that support creativity and cultural education. Arts-based education in Latvia during the EU membership period (2004-currently) has been significantly influenced by various policies, initiatives, and cultural developments that emerged as a result of Latvia's integration into the EU. The Cultural Policy of the government of Latvia supports various cultural initiatives, promoting arts education through funding and programmes aimed at enhancing creativity among students. This includes collaboration with cultural institutions, schools that provide **formal education** and informal **establishments**. The above statement refers to structured educational activities that occur in the formal school system, outside the formal school system such as, for example, community education, and various organised programmes that are not part of the formal curriculum but still have a structured format. Additionally, **informal education** refers to learning that occurs in everyday life, without any structured curriculum or formal setting. This can include learning through experience and social interactions. The aim of the National Report on arts-based education in Latvia is focused on examining trends and dimensions in arts-based education in Latvia in conjunction with trends and dimensions in the EU. The report explores developments in formal and informal education that align with international best practices. Moreover, the report seeks to create new knowledge about factors influencing arts-based education and extra-curricular activities for young people (up to 18 years old) in Latvia. The National Report aims to contribute to the promotion of arts-based

education in the EU and beyond by analysing experience of Latvia in the area of arts-based education in Latvia, highlighting its importance for social cohesion, inclusion, and participation, both at the individual level and in interactions among stakeholders (educational institutions, municipalities, and the state). Finally, the National Report provides recommendations for a youth-oriented policy approach in Latvia based on the country's case studies related to EU experiences.

Kopsavilkums

Latvija ir bagāta ar nacionālo nemateriālo kultūras mantojumu, kā arī spēcīgi attīstītu profesionālo kultūru, īpaši mūzikas, mākslas, teātra, dejas un audiovizuālās mākslas jomās. Nacionālajā ziņojumā par mākslas izglītību tiek atspoguļoti attīstības virzieni, sekojot politiskajām pārmaiņām Latvijā pēc tās neatkarības atjaunošanas 1991. gadā, kad izglītības sistēma piedzīvoja būtiskas reformas. Valdības mērķis bija veicināt nacionālo identitāti, kas ietvēra Latvijas kultūras un mākslas atdzīvināšanu. Mākslas un kultūras akadēmiju un specializēto skolu izveide 1990. gados un agrīnos 2000. gados noveda pie mākslas institūtu rašanās un jaunu perspektīvu atvēršanas sabiedrībā kopumā, kā arī bērniem un jauniešiem īpaši. Latvija atzīst mākslas izglītības nozīmi savā izglītības sistēmā, veicinot gan kultūras izglītību, gan personisko attīstību. Latvija pievienojās ES 2004. gadā un kā ES dalībvalsts saskaņo savu izglītības politiku ar plašākiem ES mērķiem, kas atbalsta radošumu un kultūras izglītību. Mākslas izglītība Latvijā ES dalības periodā (2004.-šo brīdī) ir būtiski ietekmēta ar dažādām politikām, iniciatīvām un kultūras attīstībām, kas radās kā rezultāts Latvijas integrācijai ES. Latvijas valdības kultūras politika atbalsta dažādas kultūras iniciatīvas, veicinot mākslas izglītību, izmantojot finansējumu un programmas, kas vērstas uz radošuma attīstību studentu vidū. Tas ietver sadarbību ar kultūras institūcijām, skolām, kas nodrošina formālo izglītību, un neformālām izglītības iestādēm. Iepriekš minētais apgalvojums attiecas uz strukturētām izglītojošām aktivitātēm, kas notiek formālajā skolu sistēmā, kā arī ārpus tās, piemēram, kopienas izglītībā un dažādās organizētās programmās, kas nav daļa no oficiālā mācību plāna, bet tomēr ir strukturētā formātā. Turklāt neformālā izglītība attiecas uz mācīšanos, kas notiek ikdienas dzīvē, bez strukturēta mācību plāna vai oficiālas vides. Tas var ietvert mācīšanos caur pieredzi un sociālām mijiedarbībām. Nacionālā ziņojuma par mākslas izglītību Latvijā mērķis ir izpētīt tendences un dimensijas mākslas izglītībā Latvijā kopā ar

tendencēm un dimensijām ES. Ziņojums pēta attīstības formālajā un neformālajā izglītībā, kas atbilst starptautiskām labākajām praksēm. Turklāt ziņojums cenšas radīt jaunas zināšanas par faktoriem, kas ietekmē mākslas izglītību un ārpusklases aktivitātes jauniešiem (līdz 18 gadiem) Latvijā. Nacionālais ziņojums mērķē veicināt mākslas izglītības attīstību gan ES, gan ārpus tās, analizējot Latvijas pieredzi šajā jomā un izceļot tās nozīmi sociālajai saskaņai, iekļaušanai un līdzdalībai, gan individuālā līmenī, gan mijiedarbībā starp ieinteresētajām pusēm (izglītības iestādēs, pašvaldībās un valstī). Visbeidzot, Nacionālais ziņojums sniedz ieteikumus jaunatnei orientētai politikas pieejai Latvijā, pamatojoties uz valsts gadījuma izpētēm, kas saistītas ar ES pieredzēm.

Timeline

Historical perspectives to arts-based education in Latvia

1890-1915	Enlightenment movement and first establishments of art education
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1836 An important milestone in the cultural life of Riga was the Daugava River Music Festival.

1864 The first Song days in the country.

1872 The first institution of art education – Riga Trade School of Craftsmen's Society (*Gewerbeschule des Rigaer Gewerbe-Vereins*) in which decorative arts and design is taught alongside painting and drawing.

1883 The drawing school was established.

1906 Riga City Art School

1915 – 1940	Development and growth of the establishments of art education in the period of the first independence period in Latvia
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1918-1940 Drawing lessons were an important link promoting artistic education.

2021 The Latvian Academy of Art, was opened.

1920-1930s Significant for improving contemporary art education, scientific methodological achievements in art pedagogy in the context of teaching of drawing.

1920-1930s Research in children's drawings was mirrored in the works of painters, their illustrations when illustrating literary works.

1931 Latvian Hockey Higher League established.

1940 – 1990	Art education and educational system under times of Soviet occupation
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1940 – 1990 The educational system was well organised based on criteria of ideological and artistic value of the work of art. Ministry of Culture largely works according to professional criteria.

1960s New departments are opened at the Academy of Art: Textile, Interior, Industrial Art Departments, Department of Pedagogy. The main task of the Pedagogy Department is to prepare the teachers of painting and drawing for the comprehensive schools.

1990- 2004	Reform process, revitalising Latvian culture, outlining the rights and obligations related to education, including arts education
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1990s A national curriculum was introduced that allowed for greater flexibility in teaching arts in schools.

1990 Latvian Culture Forum decided to establish an Academy of Culture.

1991 Latvian School of Culture began its work.

1998 Law on Education. The Law emphasised the value of cultural education, as part of formal and non-formal education. It outlines the rights of children and young people to receive education in the arts and mandates the promotion of cultural heritage and creativity.

2003 Song and Dance Celebration was included on the UNESCO list of Masterpieces of the Oral and Intangible Heritage of Humanity.

2004- 2025	Integration into EU educational initiatives and frameworks- the European Qualifications Framework (EQF)
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2004 and beyond Revised its national education curriculum to reflect European standards with emphasis on arts-based education, promoting creativity and cultural awareness.

2006 Men's World Ice Hockey Championships was held in Latvia.

2012 Reconstruction of the building “*Zirgu pasts*” for theatre studies at the Latvian Academy of Culture

2019 Regulations Regarding the State Basic Education Standard and Model Basic Education Programmes.

2014-2027 EU funding programmes aimed at enhancing education, including the European Social Fund (ESF) and Creative Europe.

Integration of Latvia in world structures and pre-accession to the EU 1991-

2004

Latvia is characterised by rich intangible cultural heritage, and strongly developed professional culture, especially in the fields of music, art, theatre, dance and audiovisual arts. The political history of Latvia began in 1918, when the independent state was founded, the development of which was interrupted by the Soviet occupation in 1940 and continued until 1991, when Latvia regained its independence. Thus, cultural policy and arts-based education in the country have been influenced by historical, social, economic, and political factors. However, rich cultural heritage of the nation was dominant during all periods of Latvian history. However, in the National Report a second independent period of Latvia started in 1991 and until nowadays is assessed.

Latvian equivalent of the concept of *arts education* is *cultural education*, which is basically applied to education that is acquired within the framework of formal professional education and, through the acquisition of various specific knowledge in the field of culture, is aimed at achieving two goals – ensuring professional (if necessary, also subsequent) education, on the one hand, and comprehensive art education, and talent development in a broader sense, on the other.¹ As noted in Latvian cultural policy documents: “Cultural education – a component of the education system that encompasses not only all levels (basic, secondary and higher) professional education in cultural sectors and opportunities for further education of specialists, but also general education in cultural fields, the development of the creative abilities and talents of every individual in the perspective of lifelong learning.”²

Experts in arts-based education underline three periods that shows³ the development of art education in three different contexts of social, economic and political ideology.⁴ However, in this National Report, developments in arts-based education are given following changes in political developments in Latvia following Latvia's regained independence in 1991 when the education system underwent substantial reforms. The government aimed to foster a national identity, which included revitalising Latvian culture and arts.

The overview of the history of art education gives us the possibility to find connections between different conditions as well as examples of the best practice.

The establishment of arts and culture academies and specialized schools in the 1990s and early 2000s led to the **emergence of arts institutions and opened new perspectives** for society in general and for children and youth in particular. Latvia recognises the importance of

¹ Kunda, I., Tjarve, B., Klāsons, G. Kultūrizglītība Latvijā: Pieejamība, Pieprasījums, Kvalitāte. *Pētījuma rezultātu ziņojums*. Latvijas Nacionālais Kultūras Centrs, Rīga, 2018.- 213p.https://www.km.gov.lv/sites/km/files/kulturizglitibas_petijums_2_karta_20181.pdf

² Par kultūrpolitikas pamatnostādņēm 2014–2020 gadam Ministru kabinets. Rīkojums Nr. 401. 29.07. 2014. Latvijas Vēstnesis 150, 01.08.2014.

<https://likumi.lv/ta/id/267970-par-kulturpolitikas-pamatnostadnem-20142020gadam-radosa-latvijas>

³ Muze, Agata. University of Latvia. International Conference „*Māksla un Mūzika Kultūras Diskursā*” *MĀKSLA UN MŪZIKA KULTŪRAS DISKURSĀ/ The Development of Art Education in Latvia from 1890 to 1990*”. Proceedings of the 1st International Scientific and Practical Conference, Rēzekne, 2012. ISSN 2256-022X.

⁴ The development of art education is divided into three stages within the period from 1890 to 1990: founding of the first establishments of art education at the end of the 19th century (1890 – 1915), development and growth of the establishments of art education during the independence period in Latvia (1915 – 1940) and changes brought by the time of occupation (1940 – 1990). These periods giving us the opportunity to see their influence on the development of the cultural and spiritual life of Latvian.

arts-based education within its educational framework, contributing to both cultural education and personal development.

The Cultural Policy of the government of Latvia supports various cultural initiatives, promoting arts education through funding and programmes aimed at enhancing creativity among students. This includes collaboration with cultural institutions, schools that provide **formal education** and informal **establishments**.

The above statement refers to structured educational activities that occur in the formal school system, outside the formal school system such as, for example, community education, and various organised programmes that are not part of the formal curriculum but still have a structured format.

Additionally, **informal education** refers to learning that occurs in everyday life, without any structured curriculum or formal setting. This can include learning through experience and social interactions.

The period: from 1991 to 2004 was significant for Latvia as it transitioned from Soviet rule to independence and established a new educational framework, including arts-based education, influenced by various laws and regulations aimed at promoting quality education in the arts and cultural heritage.

The Education Law⁵ governs the education system in Latvia⁶, outlining the rights and obligations related to education, including arts education. This is a framework containing definitions of all types and levels of education which defines general principles and determines competences of governing bodies. It emphasises the importance of comprehensive education, which

⁵ Law on Higher Education Establishments (1995). Latvijas Vēstnesis, 179, 17.11.1995.; Latvijas Republikas Saeimas un Ministru Kabineta Ziņotājs, 1, 11.01.1996; Law on Education (1998). Latvijas Vēstnesis, 343/344, 17.11.1998.; Latvijas Republikas Saeimas un Ministru Kabineta Ziņotājs, 24, 24.12.1998.(12.08.2014.) with the amendments of June 18, 2015; Law on Vocational Education (1999). Latvijas Vēstnesis, 213/215, 30.06.1999.; Latvijas Republikas Saeimas un Ministru Kabineta Ziņotājs, 14, 22.07.1999 with amendments Latvijas Vēstnesis, 189, 29.09.2016. OP 2016/189.6,

⁶ Latvia. General Education Law and Report on the Initial Impact Assessment of the Draft Law on Amendments to the General Education Law. European Commission for Democracy Through Law. Strasbourg, 19 February 2020.

Opinion No. 975/2020. CDL-REF(2020)009. Or. Engl.(VENICE COMMISSION)

[https://www.venice.coe.int/webforms/documents/default.aspx?pdffile=CDL-REF\(2020\)009-e](https://www.venice.coe.int/webforms/documents/default.aspx?pdffile=CDL-REF(2020)009-e)

includes creative subjects. Moreover, the Education Law provides the foundation for further development of the education system in Latvia, emphasising the value of cultural education, as part of formal and non-formal education. It outlines the rights of children and young people to receive education in the arts and mandates the promotion of cultural heritage and creativity.

Arts education concerns the cultural heritage of Latvia, moving away from Soviet-centric curricula, for example, local traditions, folk art, etc. The improvement in the curricula is the most important element in formal education.

Curriculum development. A national curriculum was introduced in the 1990s and allowed for greater flexibility in how arts were taught in schools. Teachers could integrate Latvian cultural contexts into their lessons. Moreover, a focus on multidisciplinary approaches became more common, enabling the inclusion of the arts in subjects like history and literature.

In addition to formal education, the establishment of informal education also began in the same period of the 1990s. Furthermore, the 1990s saw the growth of informal educational initiatives, such as art schools, community centres, and workshops, providing additional opportunities for children to engage with the arts outside of the formal school setting. Besides, the Latvian government and various non-governmental organisations began to recognise the importance of the arts as a mean of cultural expression and education, which as a result led to increased support and funding for arts programmes. A number of initiatives encouraged collaboration between schools and local artists, helping children and young people to gain real-world insights and experience.

The Ministry of Education and Science of Latvia develops the national curriculum, which includes guidelines for arts education across different levels of schooling, encompassing subjects like music, visual arts, and performing arts. It is important to stress the existence of accreditation standards. According to these standards, arts education programmes in Latvia must ensure a high level of quality and relevance to contemporary artistic practices.

Visual arts and music are generally included subjects in the basic education curriculum, aimed to children and students from ages 7 to 16. Furthermore, in primary and secondary education, students are required to take art education courses, which can encompass music, visual arts, and sometimes performing arts. These subjects aim to foster **creativity, cultural understanding, and artistic among students**. However, while arts -based education is

mandatory ages of 7 to 16, the extent to which it is highlighted can vary by schools and regions, depending on the available resources and specific school programmes. Additionally, arts-based education plays an essential role in developing a well-rounded curriculum, promoting holistic approach in education.

In general, arts-based education in Latvia is structured to foster creativity and acknowledge the importance of cultural education in developing well-rounded individuals.

Influence of International Organisations. Latvia, as an independent country, started to collaborate with international organisations that help the country integrate with international structures. As a result, exchange programmes were promoted, and joint projects were introduced supporting introduction of new internationally recognised methodologies in arts-based education. Participation in EU programmes and initiatives in the 2000s helped Latvia align its arts-based education practices with broader European standards. Standards had required to be focused on **creative skills and competences**, that could be explained due to the country's movement towards a market economy, there was an increased emphasis on developing creative skills and competencies through arts education, preparing students for a diverse and evolving job market. Additionally, **promoting inclusivity and diversity** in education began to take shape, tailoring the approach to a diverse student population while ensuring that students with special needs also had access to arts education.

EU membership 2004 and beyond

Latvia joined the EU in 2004 and as a member of the EU aligns its educational policies with broader EU objectives that support creativity and cultural education. Arts-based education in Latvia during the EU membership period (2004-currently) has been significantly influenced by various policies, initiatives, and cultural developments that emerged as a result of Latvia's integration into the EU. There are several aspects to be consider:

Policy Framework and Regulation

- Integration into EU policies: Latvia adopted various EU educational initiatives and frameworks, such as the European Qualifications Framework (EQF), which sought to standardise qualifications and promote mobility among students and professionals within EU countries.
- National Curriculum Revisions: following accession to the EU, Latvia revised its national education curriculum to reflect European standards. This included an emphasis on arts-based education, promoting creativity and cultural awareness.

Funding and Resources

EU Funding Programmes: Latvia benefited from various EU funding programmes aimed at enhancing education, including the European Social Fund (ESF) and Creative Europe. These funds were allocated to improve facilities, support arts education initiatives, and encourage collaborative projects.

Cultural Development and Integration

- Focus on cultural heritage: there has been a strong emphasis on promoting Latvian cultural heritage through arts education, aligning with national identity goals. Programmes fostering traditional arts, crafts, and music were developed in schools and community centres.
- Interdisciplinary approaches: arts education became increasingly integrated with other subjects, encouraging collaboration between arts, sciences, and humanities. This interdisciplinary approach aimed to develop critical thinking and creativity among students.

Collaboration and Networking

- Cross-border cooperation: Latvia engaged in partnerships with other EU countries for knowledge exchange and collaborative projects in the arts. This included artist-in-

residency programmes, joint exhibitions, and international competitions, enhancing the experience and exposure of Latvian students.

- Cultural organisations: the establishment of various cultural organizations and NGOs focused on promoting arts education and providing additional resources and training for educators and students.

Innovation and Modernisation.

- Digital arts education: as technology advanced, arts education began to incorporate digital tools and platforms, allowing students to explore new mediums and methods of artistic expression.
- Contemporary practices: the introduction of contemporary art practices into educational curricula aimed to prepare students for modern creative industries, including design, multimedia, and digital arts.

1. Introduction (role of art and culture in a society)

Arts-based education plays a crucial role as a platform for creative expression through which political and ideological trends can be explored and reviewed. By fostering critical thinking and promoting cultural awareness, arts-based education empowers individuals to engage thoughtfully with the world while encouraging both personal development and societal reflection. The integration of arts education into national curricula varies significantly across European countries, influenced by cultural, historical, and educational policies. It is necessary to research the potential and opportunities that art education can offer to promote the creativity of young people and to improve the quality of art education.

The UNESCO⁷ and EU A New European Agenda for Culture⁸ is a key framework developed by UNESCO

and the European Commission (EC) to promote cultural cooperation across EU member states.

The EC aims to enhance the role of culture in fostering social **cohesion, economic growth and democratic values**. Between 2017 and 2019, the European Commission also convened an Open Method of Coordination EU Member States' expert group which produced guidelines for policy makers and cultural institutions on the theme,⁹ considering the Article 3 of the Treaty on European Union.¹⁰ There is an explicit link between the art education trends and the economic, social and cultural developments. Moreover, the arts-based education processes clearly reflect changes in social inclusion and social cohesion trends. These trends have been analysed by experts in the International Society for Education Through Art (InSEA).¹¹ Latvian authorities, in general, and the Ministries of Culture and Education¹² have followed the opinions of international institutions, the European Commission, and legal documents of the EU, and they agree with the positions of EU experts.

The aim of the National Report on arts-based education in Latvia is focused on examining trends and dimensions in arts-based education in Latvia in conjunction with trends and dimensions in the EU. The report explores developments in formal and informal education that

⁷UNESCO Culture 2030. Indicators.

<https://whc.unesco.org/en/culture2030indicators/#:~:text=The%20UNESCO%20Thematic%20Indicators%20for,of%20the%202030%20Agenda%20for>

⁸ *A New European Agenda for Culture*. Brussels, 22.5.2018. COM (2018) 267 final <https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1527241001038&uri=COM:2018:267:FIN>

⁹ *From Social Inclusion to Social Cohesion. The Role of Cultural Policy. Guidelines for Policy-Makers and Cultural Institutions*. 2017-2019 Working Group of EU Member States' Experts on Fostering the Contribution of Culture to Social Inclusion. Publications Office of the European Union, 2019 – 100p. <https://op.europa.eu/en/publication-detail/-/publication/e1b88304-f3b0-11e9-8c1f-01aa75ed71a1/language-en>

¹⁰ Consolidated Version of the Treaty on the EU. Article 3. EUR-Lex dated 01/03/2020. *Official Journal* 115, 09/05/2008 P. 0017 – 0017.

¹¹ Coutts, Glen, Torres de Eça Teresa (2020). *Learning through Art: International Perspectives*, 2020, Portugal. DOI: 10.24981/978-LTA2020.

¹² The Cultural Policy Guidelines 2022-2027 (Par Kultūrpolitikas pamatnostādņēm 2022.-2027. gadam "Kultūrvalsts"). Ministru kabineta rīkojums Nr. 143, Rīgā, 2022. gada 1.03. (Nr. 12 26).

A medium-term policy planning document, which set state cultural policy goals and priorities for the time period until 2027 and foster the achievement of the goals set in state long-term and medium-term policy planning documents.

align with international best practices. Moreover, the report seeks to create new knowledge about factors influencing arts-based education and extra-curricular activities for young people (up to 18 years old) in Latvia.

The National Report aims to contribute to the promotion of arts-based education in the EU and beyond by analysing experience of Latvia in the area of arts-based education in Latvia, highlighting its importance for social cohesion, inclusion, and participation, both at the individual level and in interactions among stakeholders (educational institutions, municipalities, and the state).

Finally, the National Report provides recommendations for a youth-oriented policy approach in Latvia based on the country's case studies related to EU experiences.

The methodology of the National Report is based on a holistic approach to the overview of arts-based education in Latvia. The reports from international institutions such as UNESCO, OECD as well as the European Commission provide methodological fundamentals. Comparative studies on arts-based education across EU member states serve to analyse best practices and offer recommendations for improvement.

These reports and studies reveal trends such as a growing recognition of the role of arts education in development of expert knowledge and skills for the contemporary world, social cohesion and inclusion.¹³¹⁴

Laws and regulations by the EU, as well as the National Parliament, the Ministry of Education and Science of Latvia, Ministry of Culture of the Republic of Latvia, reflect the state of the art in arts-based education and facilitate the development of a cohesive and resilient society. The

¹³ OECD (2020), *OECD Skills Strategy Implementation Guidance for Latvia: Developing Latvia's Education Development Guidelines 2021-2027*, OECD Skills Studies, OECD Publishing, Paris, <https://doi.org/10.1787/ebc98a53-en>; https://www.izm.gov.lv/sites/izm/files/data_content/5oecd_skills_strategy_implementation_guidance_for_latvia.pdf

¹⁴ Turlajs, Jānis (2017) *Optimālā vispārējās izglītības iestāžu tīkla modeļa izveide Latvijā*, Latvian and non-Latvian communities' integration <https://lvportals.lv/dienaskartiba/363225-km-izmantos-petijuma-rezultatus-kulturas-pieklustamibas-veicinasana-cilvekiem-ar-funkcionaliem-traucejumiem-2024>

Ministry of Culture and the Latvian National Centre for Culture work closely with other state and non-governmental institutions. All the aforementioned documents are referenced in the introduction to this National Report.

The Theory of Change (ToC) in culture policy and arts-based education in Latvia outlines specific policy interventions that are expected to lead to desired outcomes in arts-education in a particular context.

In addition to the above, an interdisciplinary approach as one of the fundamental pillars is applied. This approach includes cooperation between researchers from different subject areas, educators, young people and policymakers in the field.

In the National Report the following documents will be used: 1) **government reports** focused on evaluations of arts-based education initiatives and their impact, published by the Ministry of Education and Science of Latvia, Ministry of Culture of the Republic of Latvia, and Latvian National Centre for Culture; 2) **academic research**: studies conducted by universities or research institutions analysing the effectiveness of arts education in Latvia; 3) the National Report explores experiences of young people's civic participation.

The research is carried out by a team of interdisciplinary researchers in Stradins University having experience in the field of youth education.

The history of SROI in Latvia reflects a gradual evolution towards understanding and quantifying social value. As the methodology becomes embedded in the culture of social investment, it contributes to a more comprehensive approach to measuring impact in the country.

2000s Early Awareness

The concept of measuring social impacts began to surface in Latvia during the early 2000s, coinciding with the country's transition to a market economy and the need for more effective ways to evaluate public and non-profit sector investments.

2008- Introduction of SROI Methodology

The formal introduction of the SROI methodology in Latvia can be traced back to a few pilot projects led by non-governmental organizations (NGOs) and social enterprises. These initiatives aimed to assess the social impacts of their programmes.

2010s- Capacity Building

During the 2010s, various organisations and donors began to focus on capacity building for social enterprises and NGOs. Workshops and training sessions were organised to educate stakeholders about SROI, its benefits, and its application in practice. **Legislative Support and Framework Development.** In the context of increasing demand for accountability, Latvia's government and various agencies started considering SROI as a valuable tool for assessing social programs. The integration of SROI concepts into funding criteria for social projects was seen as a way to enhance impact measurement.

2015s onwards. Research and Networking Initiatives

Several research studies were conducted to analyse the effectiveness of SROI in the Latvian context. Networks of practitioners began forming, which provided a platform for sharing knowledge and experiences, leading to a better understanding of the tool's application in diverse sectors.

Growing Popularity and Implementation

By the late 2010s and into the early 2020s, the popularity of SROI continued to grow. More organizations began adopting the methodology to communicate their impact to stakeholders and attract funding. The implementation of SROI became more systematic, with various tools and resources being developed to facilitate its application.

Current Landscape

Today, SROI is recognized as a significant approach for measuring social impact in Latvia. Its use spans various sectors, including social services, education, healthcare, and environmental initiatives. There is ongoing support from both governmental and non-governmental entities to expand the use of SROI as part of a move toward more evidence-based policy-making and social investment.

SROI in the context of arts-based education in Latvia, is applied to measure the impact of arts education programmes on participants, communities, and the broader society.

Different dimensions are important to consider:

- SROI related to projects that promote Latvian culture, language and arts (Annex 1) can produce initiatives like art festivals or workshops enhance cultural identity and boost economic development through, for example development of CCI.
- Measuring the impact on community cohesion and personal development can demonstrate a robust SROI.

2. Overview of arts-based education, policy and pedagogy practice

Categorisation data and information on arts-based education in Latvia is based on the UNESCO classification as well as the European Network of Observatories in the Field of Arts and Cultural Education.¹⁵ A comparison is provided in the table 1.

¹⁵ European Network of Observations in the Field of Arts and Cultural Education. ENO Yearbooks, <https://www.eno-net.eu/> Latvia joined the European Network of Observatories on December 8, 2015.

Table 1

UNECSCO classification and corresponding classification in Latvia

UNESCO	Latvian National Centre for Culture
Cultural & natural heritage (museums, other places of cultural heritage etc.)	Intangible cultural heritage historical lands of Latvia cultural centres
Performance & celebration (theatre, dance, opera, puppetry, festivals, fairs, music)	Tradition of Song and Dance Celebration, Choirs, stage dance groups, Folk festivals etc.
Visual arts and crafts (fine arts incl. photography, fibre, metal, pottery, textiles, wood etc., decorations and jewellery, musical instruments. Produced by artisan.)	Folk applied arts, visual arts and crafts (fine arts incl. photography, fibre, metal, pottery, textiles, wood etc., decorations and jewellery, musical instruments. Produced by artisan.)
Books & press (books, newspapers, periodicals, libraries)	Books & press (books, newspapers, periodicals, libraries)
Audio-visual and interactive media (tv, radio, live streaming, film and video, interactive media, online games, youtube)	Audio-visual and interactive media (tv, radio, live streaming, film and video, interactive media, online games, youtube)
Design and creative services (fashion, graphic and interior design, landscape design, architectural and advertising services)	Design and creative services (fashion, graphic and interior design, landscape design, architectural and advertising services)
Tourism	NA
Sports and recreation (organized or competitive sports, physical fitness, recreation (amusement and theme parks etc.)	Sports and recreation (organized or competitive sports, physical fitness, recreation (amusement and theme parks etc.)

Arts-based education in Latvia encompasses a variety of programmes and initiatives designed to integrate the arts into educational settings. Educational programmes are implemented

within the framework of the Education Law, programme accreditation requirements, state educational programs, educational policy, etc. An important role is taken by discussions and followed documents issued at the EU level, such as the EU Council conclusions on the role of early childhood education and primary education ¹⁶ related to creativity, innovation and digital competence. A legal and administrative framework for educational settings is shown in the table 2 below.

Table 2

A framework of the educational settings

Category	Description/Definition
Education Law	Governs the education system, emphasizing the importance of arts as part of comprehensive education.
Formal Education	Formal education — a system that includes basic education, secondary education, and higher education levels, the completion of which is certified by a state-recognized education or professional qualification document, as well as an education and professional qualification document.
Vocational Education	Vocational education in arts-based education in Latvia refers to specialized training and educational programs that equip students with the practical skills, knowledge, and competencies necessary to pursue careers in various artistic fields. This type of education includes a wide array of disciplines such as music, visual arts, performing arts, design, and crafts.
Informal Education	Informal arts-based education refers to learning experiences that occur outside of traditional academic settings but still contribute significantly to an individual's artistic development and cultural understanding. This type of education is often characterized by its flexibility, accessibility, and focus on experiential learning.
National Curriculum	Developed by the Ministry of Education and Science; includes guidelines for music, visual arts, and performing arts education.

¹⁶ Council conclusions on the Role of Early Childhood Education and Primary Education in Fostering Creativity, Innovation and Digital Competence. Official Journal of the EU.2015/C 172/05.

Category	Description/Definition
Cultural Policies	Government support for cultural initiatives, promoting arts education through funding and collaborative programmes.
Accreditation Standards	Ensures arts education programme to meet quality standards and remain relevant to contemporary practices.
EU Policies	Alignment with EU objectives that support creativity and cultural education within member states.

In addition to what has been already mentioned about formal arts-based education in previous parts of the National Report, the above table 2 summarises main elements of formal education such as types of institutions, curriculum and received qualification.

This framework and an approach set to education on the country aims to enhance creativity, critical thinking, social skills, and academic performance among students of all ages. However, in relation to children and youth until age 18, the following categorisation of data and information could be presented in the table 3 below.

Table 3

Cultural Policies and Support

Government Initiatives	Strategic plans enhancing cultural education, preserving Latvian heritage, and promoting creativity in the educational landscape.
Funding Opportunities	EU funding and national grants support arts education projects, allowing for improved resources, facilities, and educator training.
Community Engagement	
Cultural Festivals	Events by local arts and culture, providing platforms for community involvement, showcasing talents, and offering hands-on workshops.
Online Learning	Digital platforms providing access to arts education resources, tutorials, and virtual classes for self-directed learning.
Integration with Technology	The need to adapt programmes to include digital arts and new media, reflecting societal interests and career paths in creative industries.

Quality Assurance	Ongoing professional development for educators to ensure high-quality arts instruction that keeps pace with current trends.
Impact on Society	
Cultural Identity	Arts education promotes national identity and cultural heritage, fostering community engagement and pride.
Skill Development	Encourages personal growth, social skills, and creativity, contributing to students' education and skills development.

In the process of forming the Latvian State, it was culture that served both as the basis of national identity and as an instrument that mobilised and united people around the idea of independence.¹⁷ Also today, the cultural and creative sector forms a significant part of the country's economy, combining art, design, architecture, media and other creative industries. Moreover, the cultural and creative sector is important not only in economic but also in social terms, promoting innovation, raising the welfare of society and the international recognition of the country. Thus, both governmental and non-governmental institutions at national, regional, and local levels are focused on advancing the development of arts-based education.

National Development Plan of Latvia for 2021-2027

Arts-based education in Latvia is set to play an important role in shaping the country's educational landscape as part of the National Development Plan of Latvia for 2021-2027. This initiative aligns with broader strategies aimed at fostering cultural development, enhancing creativity, and equipping students with future skills. The key documents framing this vision include the Education Development Guidelines 2021-2027, Cultural Policy Guidelines 2022-2027 “Culture Country”, and the National Development Plan of Latvia for 2021-2027, among others.

¹⁷ European Commission. European Education and Culture Executive Agency, Eurydice. *Arts and cultural education at school in Europe*, Publications Office, 2009. <https://data.europa.eu/doi/10.2797/28436>

Table 4

Key Aspects of the National Development Plan 2021-2027 on arts-based education

Key Aspect	Details
Incorporation into national curriculum	
Emphasis on creativity	Integration of arts education to promote creativity and critical thinking, fostering holistic student development.
Interdisciplinary Learning	Focus on blending arts with sciences, technology, and humanities for a thorough and diversified educational experience.
Support for cultural heritage and identity	
Promotion of Latvian culture	Initiatives to reinforce Latvian cultural heritage, promoting traditional arts, crafts, and performances within the educational structure.
Preservation of folk traditions	Programmes aimed at teaching and sustaining folk traditions, fostering a strong connection among youth to their cultural roots.
Investment in educational resources	
Improvement of facilities	Significant investment in arts education infrastructure, including updates to schools and cultural centres for access to high-quality artistic resources.
Professional development of educators	Enhanced training opportunities for arts educators, equipping them with modern pedagogical methodologies and artistic strategies.
Collaboration with cultural organisations	
Partnerships with art organisations	Encouragement of partnerships between schools and cultural entities like museums and theatres for real-world artistic experiences.
Community engagement	Initiatives focused on involving local communities through workshops, projects, and events to foster collaboration and participation among students and artists.
Focus on digital arts and innovation	

Key Aspect	Details
Integration of technology	Inclusion of digital skills within arts education, promoting fields like digital media, animation, and graphic design.
Emphasis on innovation	Encouragement of innovative practices in arts education aimed at creating new artistic forms as a key element of development.

Altogether, the National Development Plan of Latvia for 2021-2027 present a comprehensive approach to arts-based education in Latvia, emphasising creativity, cultural heritage, and the integration of innovative technology to prepare students for a dynamic and evolving future.

Formal arts-based education and curriculum development

Cultural education system in Latvia is created by the national, local government and private educational establishments, implementing vocational, professional secondary and higher education programmes. They ensure preparation of professional artists, musicians, dancers, specialists of cultural sectors and teaching staff.

Table 5

Formal Arts-Based Education

Main components	Short description
Institution types	Includes, secondary schools, vocational/professional schools and higher education institutions like the Art Academy of Latvia and music colleges.
Curriculum	Structured programmes focusing on disciplines such as visual arts, music, performing arts, and design integrated into the national education system.
Qualifications	Adheres to national and European qualification frameworks, enabling mobility and recognition of credentials within the EU.

Further details of the components mentioned in the table 5 above are the following:

1. Arts Education Institutions and Schools

Higher education institutions such as the *Art Academy of Latvia* offer specialised education in various artistic disciplines for those pursuing higher education in the arts. *Jāzeps Vītols Latvian Academy of Music (JVLMA)* is higher education institution, offers variety of programs in music and programs in choreography focusing on ballet and stage folk dance. Latvian Academy of Culture provides programs in theatre training, audiovisual arts and contemporary dance. At basic and secondary levels of education there is a wide network of specialised music and arts schools in Latvia, nurturing talent from an early age through structured programmes.

2. Curriculum

Visual Arts: subjects include painting, drawing, sculpture, graphic design, and crafts. Students learn techniques, art history, and theory while creating their own works.

Performing Arts: programmes often include music, dance, and theatre. Music education covers instrumental and vocal training, while dance might include traditional Latvian folk dances and contemporary styles.

Literary Arts: creative writing, poetry, and literature studies encourage students to express themselves through text and narrative forms.

Extracurricular Activities: many schools after-school activities offer clubs and groups, focused on different art forms, allowing students to explore their interests further.

3. Cultural Context

Integration of folk traditions: the curriculum often emphasizes Latvian folk art, including specific techniques like weaving, embroidery, and traditional crafts.

Exposure to Contemporary Art: students are introduced to modern art forms and movements, providing a broader context for their artistic education.

Competitions and Festivals: participation in local and national art competitions and cultural festivals encourages creative expression and community involvement.

4. Interdisciplinary Approaches

Integrating Arts with other subjects: formal education often merges arts with history, literature, and social studies, fostering a holistic understanding of cultural contexts and societal issues.

5. Assessment and Evaluation of studies' results

Students may be required to compile portfolios of their work as a means of assessment, showcasing their artistic journey and skill development, students regularly present their work in exhibitions, performances as part of their learning and evaluation process. The process of arts-based education regulation an involvement of national, local government and private educational establishments that implement *vocational and professional secondary education programmes*.

6. Vocational education in the arts-based system in Latvia is considered as part of formal education and this type of education is designed to equip students with the necessary skills and knowledge to pursue careers in various creative fields. The framework for vocational

education, including arts-related programmes, is shaped by both national policies and local institutional practices. In the next table 6 major components of vocational education are given.

Table 6

Vocational Education Components

Aspect	Details
Types of Programmes	Vocational education encompasses disciplines such as music, visual arts, design, performing arts, and crafts. Specializations may include graphic design, fashion design, theatre production, and sound engineering.
Educational Institutions	Various vocational schools and colleges provide arts-based education, focusing on practical skills and hands-on training, often in collaboration with industry professionals to prepare students for the job market. Very good results were gained by work-based learning where part of vocational education is performed in education establishment and part of vocational education is realised together with employer at work-place ¹⁸ where entrepreneurs are involved in vocational education process.
Curriculum Structure	The curriculum typically combines theoretical instruction with practical training, including workshops, studio work, and project-based assignments to develop artistic skills and competencies in real-world contexts.
Qualification Framework	Vocational education adheres to the European Qualification Framework (EQF), ensuring standardized and recognized qualifications across Europe, facilitating student and professional mobility within the EU labour market.
Internships and Work Experience	Many programmes incorporate internships or work placements, providing students with valuable industry experience, networking opportunities, and insight into professional practices relevant to their field.
Cultural Integration	Arts vocational education is linked to cultural policy, emphasizing the preservation and promotion of Latvian cultural heritage while preparing students for contemporary creative industries.

¹⁸ Ministru Kabineta noteikumi 484, Rīgā 2016. gada 15. jūlijā (prot. Nr. 36 42. §). Kārtība, kādā organizē un īsteno darba vidē balstītas mācības (Regulations of the Cabinet of Ministers 484, Riga on July 15, 2016 (Prot. No. 36 § 42). The order in which workplace-based learning is organized and implemented), available also <https://likumi.lv/ta/id/283680-kartiba-kada-organize-un-isteno-darba-vide-balstitas-macibas>

Aspect	Details
Career Pathways	Graduates can pursue various careers, including roles as artists, designers, musicians, performers, and educators. Some may start their own businesses or work in cultural institutions such as theatres, galleries, and museums.
Lifelong Learning	Vocational education encourages lifelong learning and professional development, offering opportunities for further training and specialization as the creative industries continue to evolve.

In the last two decades, considerable evidence has been accumulated on the multiple benefits of cultural and arts education for children, young people and adults – contributing to their innovation knowledge, competences, creativity, collaboration and critical thinking skills, improving mental health of individuals, cohesion of communities and more. Arts and cultural education are increasingly discussed not only in terms of intrinsically valuable personal development of individuals, but as a broader societal issue, e.g. of social justice: as a right to equal access to opportunities vital for life and work in the 21st century.¹⁹

An example of major professional/vocational education institution in Latvia that focuses on arts-based education.

¹⁹ Education and Training Monitor 2022. Latvia. DG for Education, Youth, Sport and Culture. 2022. <https://op.europa.eu/webpub/eac/education-and-training-monitor-2022/en/>

Table 7

Vocational Institutions in Arts-based Education

Institution Name	Specialisation	Description
Jurmala Music College (Jūrmalas Mūzikas vidusskola)	Music	Offers specialized training for musicians and music educators.
Latvia Design Institute (Latvijas Dizaina institūts)	Design (Graphic Design, Product Design, etc.)	Focuses on design education, providing programmes in various design-related fields.
Valmiera Secondary School of Arts	Music and Visual Arts	Provides education in both music and visual arts, preparing students for arts-related careers.
Riga Secondary School of Arts	Visual Arts	Specializes in visual arts education and provides vocational training for aspiring artists.
Liepāja Music, Art, and Design Secondary School	Music, Visual Arts, and Design	Offers vocational programmes in music, visual arts, and design, preparing students for the creative industry.
Kuldīga Technology and Tourism School	Arts and Crafts	Offers vocational education focusing on arts and crafts to students interested in creating and designing.

In summary, the vocational education system for arts in Latvia is characterized by a strong emphasis on practical skills, cultural relevance, and career readiness, aligning educational outcomes with the needs of the creative sector and the broader cultural landscape of the country.

Informal arts-based education

Informal arts-based education encompasses a wide range of learning experiences and activities that occur outside of formal educational settings.

Table 8

Components of informal arts-based education

Component	Description
Community Arts Programmes	Local organizations offer workshops, classes, and events to engage in various art forms like painting, dancing and music including singing in choirs.
After-School and Extracurricular Activities	Schools provide after-school programmes like drama clubs and art clubs to foster creativity, very popular are folk-dancing groups and singing in choirs.
Workshops and Classes	Community centres and studios offer skill-based workshops in areas such as pottery, photography, and writing as well as competition of folk-dancing and choir singing to be eligible to participate in Singing and dancing festival ²⁰ taking place every five years.
Cultural Festivals and Events	Festivals celebrate local culture and arts, providing hands-on workshops and performances for community engagement.
Mentorship and Peer Learning	Experienced artists guide emerging artists, fostering collaborative and shared creativity.
Online and Digital Learning	Online platforms offer video tutorials and virtual workshops for self-paced learning in the arts.
Art Exhibitions and Shows	Visiting galleries and exhibits allows individuals to engage with art directly and draw inspiration.
Family and Community Engagement	Family-oriented arts activities promote participation together, encouraging appreciation for the arts from a young age.
Self-Directed Learning	Individuals pursue personal interests in arts through experimentation, self-study, and resources like books and tutorials.

²⁰ Ministry of Education and Science of Republic of Latvia information available also https://www.izm.gov.lv/lv/jaunums/xiii-latvijas-skolu-jaunatnes-dziesmu-un-deju-svetki-norisinasies-no-2025-gada-5-lidz-13-julijam?utm_source=https%3A%2F%2Fwww.google.com%2F

Component	Description
Art Therapy and Wellness Programmes	Creative expression is used as a therapeutic tool, helping individuals process emotions through artistic activities.

Generally, informal education in arts-based education in Latvia enriches the cultural landscape by providing diverse and inclusive opportunities for individuals to explore and develop their artistic talents in a community-oriented context.²¹ A significant part of informal activities includes folk festivities.²² One of the most important events that informal art education for young people is aimed at is Latvian School Youth Song and Dance Celebration,²³ which is a part of the tradition of the Nation-wide Latvian Song and Dance Celebration. The tradition and symbolism of these Celebrations in Latvia, Estonia and Lithuania are recognized internationally and inscribed on the UNESCO's Representative List of the Intangible Cultural Heritage of Humanity.

Pedagogy practices in arts education

Arts-based education requires well-developed pedagogical skills and competencies. In this respect, teacher education²⁴ is provided at several institutions, including the *University of Latvia*, *Daugavpils University*, *Art Academy of Latvia*, *Jāzeps Vitols Latvian Academy of Music* and *Latvian Academy of Culture*. These educational institutions offer joint programmes that facilitate the exchange of knowledge and advanced practices, leading to the development of

²¹ Vermeersch, Lode, Storme, Evelien (2020) *Arts and Cultural Education during Early Childhood: A Critical Analysis of Effects and Impacts*. In: Culture crossroads, Research Centre of the Latvian Academy of Culture, 2020. V.20, pp. 7-19.

²² Early Childhood Education and Care (ECEC). National Centre for Education Republic of Latvia. 26.06.2020. <http://www.visc.gov.lv/lv/interesu-izglitiba>

²³ Latvian School Youth Song and Dance Celebration. National Centre for Education Republic of Latvia. 21.06.2024. <https://www.visc.gov.lv/lv/jaunums/gatavojas-xiii-latvijas-skolu-jaunatnes-dziesmu-un-deju-svetkiem>

²⁴ Latvian Nacional Centre for Culture (LNKC). *Education of teachers. Definitions*. <https://www.jvlma.lv/studijas/studiju-nozares/makslu-pedagogija-1>

integrated curricula. The educational programmes are available at two levels: bachelor's and master's.

The main characteristics of improvements in pedagogical practices are outlined in the following table.

Table 9

Main characteristics of improvements in pedagogy practices

Characteristic	Description
Curriculum Design	Involves a structured curriculum covering various disciplines like visual arts, music, dance, and theatre, focusing on foundational skills and creativity.
Inclusivity and Accessibility	Strives to make arts education accessible to all students, including those from diverse backgrounds and varying ability levels.
Integration with Other Subjects	Promotes interdisciplinary learning by integrating arts with other areas of study, such as history and literature, to explore cultural contexts creatively.
Teacher Qualifications	Relies on qualified educators with expertise in their fields, often requiring specialized training in artistic practice and pedagogy.
Assessment and Evaluation	Offers different assessment methods, focusing on creative processes, project-based assessments, performances, and self-reflection instead of standardized testing.
Emphasis on Skill Development	Aims to develop artistic techniques as well as essential skills like collaboration, communication, and problem-solving applicable in various life areas.
Extracurricular Opportunities	Offers opportunities like art clubs, music ensembles, and theatre productions for deeper engagement with artistic interests outside the formal curriculum.
Cultural Relevance and Heritage	Includes a focus on local and national cultural heritage, encouraging exploration of identity and community through artistic expression.

Characteristic	Description
Professional Pathways	Provides guidance on career options in the arts and exposure to art institutions, workshops, and mentorship opportunities for interested students.
Emotional and Social Development	Enhances emotional intelligence and social skills, allowing students to express themselves creatively and articulate their thoughts and feelings.

Outcomes, output un impact

It is critical that educators, makers of cultural policy and practitioners constantly revisit the role of arts and cultural education, seeking the strongest arguments and evidence for the development of arts and cultural education. It is necessary to highlight tools that enable equal access to its opportunities, and content that furthers the attainment of goals that are vital to individuals and societies, as well as effective ways of communicating the outcomes of arts and cultural education to the relevant stakeholders.

Outcomes

A wide range of benefits from personal improvements such as creative skills including creative expression and innovation, critical thinking, problem-solving, cultural awareness and identity and social cohesion to academic success and community engagement and projects, which facilitate social cohesion.

Output

Number of students in 2024/2025 enrolled

- in lower secondary education is 53 715 (from 12/13 until 15/16 years)
- upper secondary education in 2024/2025 is 75 915. (from 15/16 years until 18/19 years)
- in arts-based vocational education in 2023 was 26 807. (from 15/16 years until 18/19 years)
- in basic education in the arts in 2024/2025 is 61 683. (from 6/7 years until 15/16)

Impact

Unemployment rates for 25–34-year-olds with vocational upper secondary attainment are lower than for their peers with general upper secondary attainment in Latvia (6.9% and 10.3% respectively). Boarder and longer-term changes or benefits that result from arts education, such as increased cultural awareness and promotion, a sense of national identity, and social cohesion, that emphasise the transformative effects on society.

3. Overview of policies and programmes on promoting social inclusion and tolerance

Active society strengthens democracy, national identity and the sense of belonging to Latvia is a cornerstone of promoting social cohesion, inclusion and tolerance. The Ministry of Culture is an institution, responsible for the development and implementation of integration policy in Latvia. In the process of developing a cohesive society, the Ministry of Culture works closely together with other state and non-governmental institutions. Moreover, a ToC framework for social cohesion is an important fundamental to assess the situation, which is conducted by official, government institutions and non-governmental organisations.²⁵

The purpose of cohesion and integration policy is to create circumstances under which people in Latvia can collaborate in achieving common goals and developing society where everyone feels safe, can expand their talents, work and learn. Enhancement of intercultural dialogue, the exchange of experiences and beliefs as well as maintaining strong social bonds are important tasks for achieving a prosperous and democratic society.

Therefore, it is important to increase awareness about values, promote media literacy and involve people in important processes of decision-making. Latvia has strong democratic institutions. independent and professional media provide high-quality and trustworthy information. However, an important role is taken by the arts-based educations that have help to cohesion and inclusion in the society.

In the progress of cohesion and increased immigration to the country, some risks should be considered. To avoid risks potential, the Government of Latvia accepted the Action Plan as an instrument for societal harmonisation.²⁶

²⁵ *Guidelines for the Development of a Cohesive and Civically Active Society for 2021–2027*. Cabinet Order No. 72 Adopted 5 February 2021.

²⁶ Action Plan for the reduction of racism and anti-Semitism for 2023. Cabinet Regulation No. 209. Adopted 13 April 2023.

One of the impressive examples is a government initiative (a programme) is the Latvian School Bag Programme (*Latvijas Skolas soma*), which is an initiative operating since 2018 to ensure that every school-age child in Latvia, from the beginning of primary to the end of secondary education, can experience high-quality Latvian culture and arts events as a part of the formal learning process.²⁷ The Programme is also a source of financial support to children and their families. School Bag Programme²⁸ is presented in Annex 1.

Another crucial objective in cohesion and inclusion is to avoid future risks, that could prevent successful development of the society. These risks related to in-migration, development of infrastructure to avoid exclusion of disabled children and help to families with low incomes.

Further considerations are important regarding several aspects: government and EU funding, which includes grants available for arts education and support for arts projects; the assessment of SROI to understand the benefits of arts education programmes in socio-economic and economic terms; the demonstration of the social impact of arts education to motivate stakeholders to continue and increase investment, benefiting children, students, communities, and the cultural landscape of Latvia.

Considering well-being indicators. The Central Statistics Bureau (CSB) of Latvia has been assessing performance indicators of vocational education institutions (children's music and art schools) in regions, state cities and municipalities since 2013 for a group of young people from 16 to 24 years old. The two indicators: 1) *being happy* and 2) *feeling calm and peaceful* are shown in the chart below representing the years 2013, 2018 and 2022 for both indicators (Chart1).

²⁷ OECD. Latvian School Bag Programme. 2020. https://www.oecd.org/en/publications/oecd-youth-policy-toolkit_41fab624-en/latvian-school-bag-programme-latvia_883dd534-en.html#:~:text=The%20Latvian%20School%20Bag%20Programme,learning%20process.%20It%20provides%20state

²⁸ Latvian School Bag Programme. *Latvijas skolas soma: starptautiski atzīts piemērs kultūras pieejamībai bērniem un jauniešiem*. 23.09.2024. <https://latvijasskolassoma.lv/programmas-aktualitates/latvijas-skolas-soma-starptautiski-atzits-piemers-kulturas-pieejamibai/>

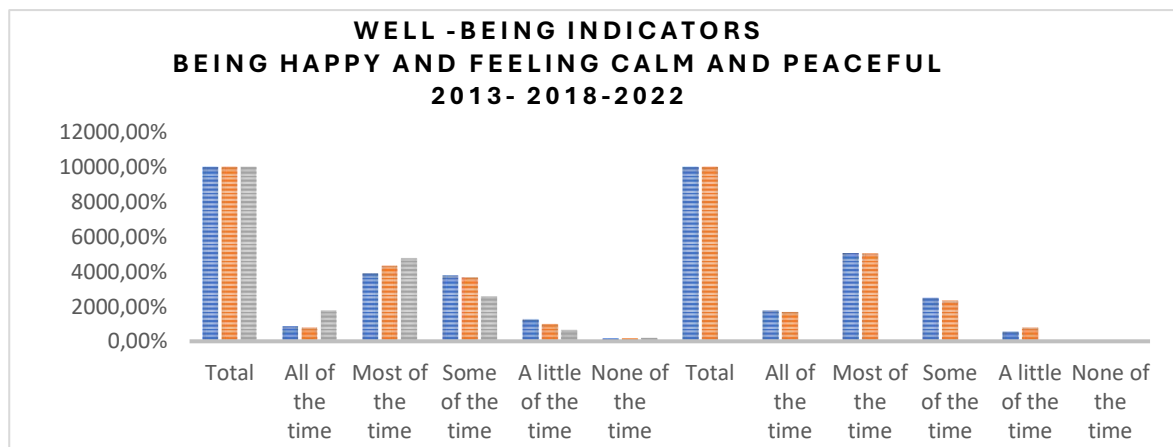


Chart 1. CSB of Latvia. Performance indicators of vocational education institutions (children's music and art schools) 2013, 2018, 2022.

A larger percentage of young people report *feeling happy* most of the time, with this indicator is increasing over the years and reaching its highest point in 2022. A similar trend is observed for the indicator “*feeling calm and peaceful*”. According to the CSB, these indicators represent a dominant trend in the overall well-being indicators.

Educational curricula in arts-based education that is compulsory at all educational levels is one of the reasons for achieving good results in well-being indicators, as well as for contributing to the cohesion and social inclusion of children with special needs and those children migrating to Latvia for various reasons.

4. Overview of scale and scope of cultural and creative industries and sector

Creative and cultural industries drive innovation and enhance competitiveness, supporting the development of unique artistic expressions and contribute to sustainable economic growth in a rapidly evolving digital landscape. A concept of Cultural and Creative Industry (CCI) in Latvia is relatively new, it has significantly developed during the last 10 years – it is important both as an economic sector and as a source of employment, but development of the industries is linked to issues of national identity, language, unique export offerings and the potential for marketing Latvia abroad.

As emphasised in cultural policy regulations, creative industries are a specific group of cultural sub-sectors whose output is based on individual or collective creative activity and which create products and services with high added value, using intellectual property, characterized by functionality, innovation and potential for creating new jobs and social well-being.²⁹

A number of projects, funded by the EU are focused on culture and creative industries. For example, Interreg projects that among different dimensions have a focus on “Promotion of “design-thinking”. Implementation of 'design thinking' approaches in developing government policy and programmes. Promotion of design as a part business strategy and innovation element (awareness raising strategy/campaign in the state institutions as well as education institutions).³⁰ There is also funding by the Latvian government given to researchers on culture and creative industries studies. A project that can serve as an example is Cultural and Creative Industries are activities, based on individual and collective creativity, skills and talents, which by way of generating and utilizing intellectual property, are able to increase welfare and create jobs. Creative industries generate, develop, produce, utilise, display, disseminate, and preserve products of economic, cultural and/or recreational value. Creative Industries encompass the following sectors:

²⁹ On the Cultural Policy Guidelines for 2022–2027 "Cultural State". <https://www.vestnesis.lv/op/2022/45.9>

³⁰ Ministry of Culture, Ministry of Education and Science, Ministry of Economics, LIAA, Creative Industries Incubator, Fold.lv, Design Council, business organisations, CCI initiatives. The project “Policies for cultural Creative industries: the HUB for innovative regional development” (CRE:HUB) 2016-2020.

1. Architecture
2. Design
3. Cinematography
4. Performing arts
5. Visual arts
6. Music
7. Publishing
8. Television, radio and interactive media
9. Advertising
10. Computer games and interactive software
11. Cultural heritage
12. Cultural education
13. Recreation, entertainment and other cultural activities.

Creative industries play a pivotal role in arts-based education in Latvia, significantly influencing both educational practices and the broader cultural landscape.

In Latvia, the economic potential of cultural and creative industries was first updated at the national level in the late 1990s, when one of the first assessments of the economic importance

of the cultural sector emphasised that it could be a profitable sector.³¹ For example, in the study “Creative Industries in Latvia” of the Baltic International Centre for Economic and Political Studies BICEPS, it was calculated that in 2007, 4.8% of the total number of employees in Latvia were employed in creative industries, and 7% of Latvian companies operated in them.³²

For the first time, creative industries were recorded in the State Cultural Policy Guidelines for 2006-2015. This is referred to as the transfer of creative industries effect.³³ The first strategic document for the development of cultural and creative industries at the national level is the “Guidelines for Cultural Policy 2014-2020 “Creative Latvia”, in which two of the four main directions for achieving the priorities and policy goals of cultural policy are directly related to the creative industries – development of the competitiveness of cultural and creative industries, as well as promotion of the availability of creative territories and cultural services. The positive impact characteristic of cultural and creative industries can help foster more creative governance, modern teaching methods and lifelong learning, new quality social services, quality tourism, sustainable territorial development, a more innovative economy, environmental sustainability, and a competitive identity—a creative country for creative and cohesive people. Globally, creative industries are positioned as a driving force for stimulating innovation and economic competitiveness not only within the sector itself but also in the economy at large, indirectly promoting the development of other economic sectors (spillover effects).

Regional issues of creative industries were focused on the research project “Creative industries in small cities: potential and contribution to sustainability” funded by the Latvian Science Council in 2020, which was implemented in the programme of Fundamental and Applied Studies (FLPP).³⁴ Another project funded by the Latvian government is funded by the Ministry of Culture of the Republic of Latvia in the framework of the State Research Programme “Latvian

³¹ Ministry of Culture of the Republic of Latvia (1998). Assessment of the economic significance of the cultural sector. https://www.km.gov.lv/sites/km/files/kult_sekt_nozimig_19981.pdf

³² Vanags, Alf, Mīkelsone, Anda, Gubins, Sergejs (2007) Creative industries in Latvia BICEPS, Riga. <https://culturelablv.files.wordpress.com/2009/04/ri-apskats2007.pdf>

³³ Council conclusions on the transfer effect of cultural and creative industries. Promoting Innovation, Economic Sustainability, and Social Inclusion. Official Journal of the EU 2015/C 172/04.

³⁴ Creative industries in small cities: potential and contribution to sustainability. No. VPP-MM-LKRVA-2023/1-0001, funded by the Ministry of Culture of the Republic of Latvia in the framework of the State Research Programme “Latvian Culture – a Resource for National Development” (2023–2026).

Culture – a Resource for National Development (2023–2026)”.³⁵ A further document the “Guidelines for Cultural Policy 2022-2027 “Country of Culture” can be considered as a step in solving these problems. They entered into force on 1 March 2022.³⁶ Experts in Latvia contributed to the research about the role of creative industries and digital transformation underlined a prerequisite for their further development. The research confirms³⁷ that qualified labour is on demand. In this respect education of children and young people in its formal and informal forms is badly needed on the country.

This long-standing, comprehensive document identifies the sustainable development of the cultural and creative industries as one of the key strategic priorities (along with the cultural offer available to the public, active public participation in cultural processes, preservation and creative use of cultural heritage, as well as the generation of talent and the professional development of cultural workers).³⁸

The most important directions of action for the development of creative industries and digital transformation are defined in the strategic document “Guidelines for Cultural Policy 2022-2027 “Country of Culture”. Those are:

1. Support for innovation (technological and non-technological innovation).
2. Strengthening competitiveness and supporting exports.
3. Stimulating the crossovers-effects of the cultural and creative industries and
4. closer sectoral cooperation with a view to creating innovative solutions.
5. Developing a culture of experimentation.
6. Support mechanisms for ecosystem actors in the creative industries.
7. Availability of information and networking opportunities.

³⁵ Ibid.

³⁶ The Guidelines for Cultural Policy 2022-2027 “Country of Culture”. The Cabinet of Ministers Nr. 143 Riga 2022. gada 1.03. (Nr. 12 26).

³⁷ Cane, Renate, Steinbergs, Kaspars (2022). The Role of Digital Transformation in Creative Industries Companies in Regions. DOI: 10.22616/ESRD.2022.56.042

³⁸ Council Conclusions on Culture as a Catalyst for Creativity and Innovation. Brussels, 12 May 2009. <https://cultureactioneurope.org/wp-content/uploads/2015/02/2009-creativityandinnovation.pdf>

Cultural and creative industries are one of the developing sectors of the economy and a notable source of employment opportunities in Latvia. The sector encompassing culture, entertainment and sport accounted for 1.8% of the national economy in 2023. Notably, the growth rates of culture and creative industries have not demonstrated significant progress. From 2011 to 2019 the growth rate was 4.6%. In contrast, during 2020 and 2021, it dropped to just 0.3%. According to the Ministry of Economy's forecast, the growth rate is projected to be 4.0% from 2022 to 2030 and 3.4% from 2031-2040.³⁹

Employment in cultural and creative industries is expected to be 2,900 by 2024-2030, but for 2031 -2040, the demand is anticipated to decline by 0.4 thousand.⁴⁰ These trends may be attributed to demographic tendencies resulting in a negative population growth.

The contribution of the creative industries to overcoming the effects of the crisis caused by the Covid- 19. The main issues to be addressed in the implementation of this priority are related to the cultural infrastructure and material and technical base, opportunities to work professionally in the field of culture, receiving equal and competitive remuneration for equivalent work, as well as supporting the availability of tools for specific cultural sub-sectors, types of cultural organisations, in particular professional arts institutions, non-governmental organizations and self- employed creators; at the same time, the international recognition and competitiveness of Latvia's cultural and creative industries must be strengthened.⁴¹

Nevertheless, creative industries inspire the development of innovative learning environments and pedagogical approaches in schools. For instance, design thinking principles may be applied to problem-solving in the classroom, encouraging critical thinking and collaboration among students. Moreover, creative industries in Latvia provide opportunities for local artists to engage with educational institutions. Collaborations between schools and artists can enhance curriculum delivery and provide students with firsthand experience of professional practices. Latvia has a rich cultural heritage that serves as a foundation for arts education.

³⁹ Ministry of Economy. Labour Market forecast 2024. <https://www.lmsp.lv/documents/view-ext/780965ae22ea6aee11935f3fb73da841/EM%20Informativais%20ziņojums%20Par%20darda%20tirgus%20prognozēm%202024%20augusts.pdf>

⁴⁰ Ibid.

⁴¹ The Guidelines for Cultural Policy 2022-2027 "Country of Culture. The Cabinet of Ministers Nr. 143 Riga 2022. gada 1.03. (Nr. 12 26).

Programmes often include traditional arts and crafts, folklore, and music, promoting students' understanding of their own cultural identity while instilling respect for cultural diversity.

Arts-based education often extends beyond the classroom, engaging communities through public art projects, performances, and exhibitions. This engagement fosters a sense of belonging and encourages students to contribute to their local environments creatively.

The skills cultivated through arts-based education—such as creativity, critical thinking, and collaboration—are increasingly recognized as essential for the workforce. Creative industries help shape educational programmes that prepare students for various careers in arts and culture, design, media, and technology.

The Latvian government recognises the significance of the creative sector, aligning cultural and educational policies to support the growth of creative industries. This includes funding arts programmes in schools and promoting creative methodologies in education.

Digital transformation is also an integral part of policy planning documents, which is vividly confirmed by the Digital Transformation Guidelines for 2021-2027 of Latvia.⁴² The vision defined in the document emphasizes the importance of technology for the development of society and the competitiveness of the business and for the development of creativity. It describes the relatively low level of digital transformation in small and medium-sized enterprises in Latvia, which is very typical as well for creative industries.

Funding for these lines of action is provided from the state budget and European Union funds, such as the European Regional Development Fund, as well as part of the funding for regional development activities in the field of creative industries and digital transformation is provided in local government budgets. Similarly, during the programming period of the European Union funds 2021-2027, the previous successful support for the business incubator of creative industries continues. In its turn, the plan of the Latvian Recovery Fund submitted to the European Recovery Fund envisages 20% (365.2 million euros) for digital transformation and

⁴² Latvia - Digital transformation Guidelines 2021-2027. Māra Jākobsone. 28 September 2021. <https://digital-skills-jobs.europa.eu/en/actions/national-initiatives/national-strategies/latvia-digital-transformation-guidelines-2021-2027>

20% (370 million euros) for the reduction of inequality⁴³ Part of these funds will also be trained for the development of creative industries⁴⁴ and their digital transformation, including in the regions of Latvia.

These projects aimed at creation of new knowledge based on an interdisciplinary research approach towards the resilience of the CCE in the current processes, especially by shedding light on the dynamics of the cultural offer and accessibility in the face-to-face and digital environment, as well as the employment and education processes of the sector.

In conclusion, the interplay between creative industries and arts-based education in Latvia not only enriches the educational experience but also contributes to the growth of the country's economy. This synergy prepares students to tackle future challenges in a rapidly changing world, equipping them with valuable skills and fostering a lifelong appreciation for the arts.

5.Key findings:

Art/Cultural form

Arts-based education for children aged under 18 is included in the formal education and vocational education. Informal education includes folk applied arts, visual arts and crafts, film and video, interactive media, design and creative services, sports and recreation. There are many forms of art and culture in Latvia. In terms of formal education there are: national lower secondary education – 316 schools; national (general) upper secondary education – 281 schools, and national basic education – 351 schools. Arts and culture are included as part of the formal curriculum in all schools. Subjects include music, visual arts, crafts, native language and literature, foreign lingual and physical education (sport). Additionally, there are 7 public vocational arts-based educational institutions providing arts-based degrees. These degrees cover a range of disciplines, including visual arts, music, theatre, dance, arts and crafts, design,

⁴³ The Latvian Recovery and Resilience Plan. https://commission.europa.eu/business-economy-euro/economic-recovery/recovery-and-resilience-facility/country-pages/latvias-recovery-and-resilience-plan_en

⁴⁴ Cultural and creative industries definition. LR Ministry of Culture. <https://www.km.gov.lv/lv/kulturas-un-radoso-industriju-definicija>

and media, typically for students aged 15 to 19 years. In terms of informal education, the field of culture and arts in Latvia is divided into several components, such as the programme "Latvian School Bag". Cultural Education, Intangible Cultural Heritage, Latvian Historical Lands, the tradition of the Song and Dance Festival, choirs, stage dance, orchestras, kanklēs music, vocal ensembles, amateur theatres, folk music, folk applied arts, and minority collectives and cultural centres.

Digital aspect

Cultural Policy in the country aims to integrate technological advances in digital arts and new media, reflecting societal interests and career paths in creative industries. The use of digital media and information and communication technology is systematically implemented across subjects and throughout all levels in education.

Age and demographic profile of beneficiaries

Children and young people aged under 18.

1. National lower secondary education - all Latvian residents must participate in lower secondary education until the age of 18 or 19 years if not completed earlier. Students typically enter lower secondary education (grades 7–9) at the age of 12–13 and graduate at the age of 15. (ISCED level 2).

2. National (general) upper secondary education - all Latvian residents must participate in upper secondary education until the age of 18 or 19 years if not completed earlier. Students typically enter upper secondary education at the age of 15 or 16 and graduate at the age of 18 or 19. Students can choose between general upper secondary education or vocational upper secondary education (ISCED level 3).

3. National basic education - basic education in the arts is typically targeted towards children and young people under the age of 18 or 19. '

4. Public vocational arts-based education - all Latvian residents must participate in upper secondary education until the age of 18 or 19 years if not completed earlier. Students typically enter upper secondary education at the age of 15 or 16 and graduate at the age of 18 or 19. Students can choose between general upper secondary education or vocational upper secondary education (ISCED level 3).

5. Informal education: children aged 5 and older can participate in all informal educational events.

Institutional setting (formal/informal)

There are only two institutional settings – formal and informal. Formal, vocational and informal education provided by pre-primary education, primary education, secondary education and vocational secondary education, workshops and short courses, extracurricular activities.

Spatial level and duration

National and local levels. Institutional level, community level, festivals and events. Duration is formal and vocational education integrated in the curricula. Students have regular classes in music, visual arts or drama as part of their schedule. The duration of informal arts-activities can range from a few days to several weeks. Extracurricular activities can vary in length, often occurring weekly during the school year. There are only two spatial level (and duration) - National level (ongoing) and local level (ongoing).

Funding level and source(s)

Public funding: State budget, municipalities' budgets, EU funded programmes, international organisations.

Private funding: private sector and philanthropy.

There are two types of funding levels and sources. Formal education is primarily publicly funded by the state or local authorities, while non-formal education receives both private and public funding. This includes financial support from the state or local authorities for children and their families participate in specific programmes.

Outputs

Outputs depends on each form - formal or informal, for example in formal:

number of students in 2024/2025 enrolled:

- in lower secondary education is 53 715 (from 12 or 13 until 15 or 16 years)
- upper secondary education in 2024/2025 is 75 915.(from 15 or 16 years until 18 or 19 years)
- in arts-based vocational education in 2023 was 26 807.(from 15 or 16 years until 18 or 19 years)
- in basic education in the arts in 2024/2025 is 61 683. (from 6 or 7 years until 15 or 16)

In informal education outputs depend on the specific direction, e.g. amateur theatres, folk dance groups, choirs, etc.

Outcomes

A wide range of benefits from personal improvements such as creative skills including creative expression and innovation, critical thinking, problem-solving, cultural awareness and identity and social cohesion to academic success and community engagement and projects, which facilitate social cohesion. Participation in various art-education forms (visual arts, music, theatre, dance, sports) encourages children to think creatively and express themselves in unique ways.

Impacts

Unemployment rates for 25–34-year-olds with vocational upper secondary attainment are lower than for their peers with general upper secondary attainment in Latvia (6.9% and 10.3% respectively). Boarder and longer-term changes or benefits that result from arts education, such as increased cultural awareness and promotion , a sense of national identity, and social cohesion, that emphasise the transformative effects on society. Key results: skills development, self-confidence, networking and, as one of the outcomes, low youth unemployment.

Measures of success or indicators used to evaluate

A combination of qualitative and quantitative assessments to assess the impact of different dimension in arts-based education, such as engagement and participation.

Academic performance: 79% of enter general upper secondary programmes and complete their programmes on time, while 72% - for vocational programmes.

Cultural participation takes place in all schools:engagement in cultural events: participation rates on local cultural events, festivals and activities, organised by schools, such as folk dances, music concerts or art exhibitions; extracurricular activities: enrolment numbers in culture-related clubs and programmes (e.g. chore, drama, traditional crafts).

Innovation and creativity take place in all schools in forms of projects and exhibitions integrating local culture and heritage.

Artistic outputs: measuring participation in creative competitions (e.g., literature, art) that focus on cultural themes.

Extended studies: 95% of students or student cohorts demonstrate long-term impacts from culture-based education in areas such as community engagement, cultural participation, and identity development.

Differentiated impact of cultural literacy and arts-based education on diverse young people

Several dimensions exist, including social cohesion, identity formation, academic performance, and career opportunities. Given Latvia's multicultural context, the effects of these educational approaches can vary widely among different groups. Cultural literacy programmes promote an inclusive environment, encouraging understanding among different cultural groups. Skills development and economic opportunities. The differentiated impact of cultural literacy and arts-based education underscores the importance of tailored approaches that consider the unique needs and context of different groups.

Cultural Diversity : Latvia is home to various ethnic groups, including Latvians, Russians, Ukrainians and others, each with its own cultural practices and artistic traditions. The effects of specific art forms may differ across these groups, reflecting their unique cultural backgrounds and experiences. For example, traditional Latvian folk music may resonate more strongly with ethnic Latvians, while contemporary art forms might appeal to younger or more urban communities.

Local vs. National Contexts: Different regions of Latvia (Kurzeme, Vidzeme, Latgale, and Zemgale) have distinct cultural identities and artistic expressions. The relevance and impact of art and cultural forms may vary significantly depending on whether they are rooted in local traditions or align with national narratives. For instance, local crafts from a specific region might hold more significance for community cohesion than national art forms.

Differentiated effects of different art forms in achieving wider social impacts

Arts-based education delivers distinct contributions to social impacts and personal development for children and young people. By fostering creativity, enhancing cultural understanding, building social skills, and addressing relevant social issues, art-based educational activities play a vital role in promoting a more cohesive and enriched society. Tailoring educational programmes and informal extracurricular help to leverage the unique strengths of each subject and foster a more inclusive environment for all participants.

Educational and Social Impacts. Art can serve as a powerful educational tool and has differentiated effects on various target groups, including children and youth. Programmes aimed at engaging school-aged children in the arts can foster creativity and cultural identity, thus enhancing community ties and cultural heritage.

Pedagogy, didactic and instruction method

At all levels of education innovative pedagogical approaches are included in the curricula. These are student-centred and experimental learning methods; skills development, such as critical thinking, collaboration, and emotional intelligence. Overall, arts-based education provides a platform for inclusive teaching methods. It allows students from different backgrounds to connect with the curriculum through their cultural and life-related experiences.

6. Conclusions and recommendations

The categorisation of data and information on arts education in Latvia is based on the UNESCO classification as well as the European Network of Observatories in the Field of Arts and Cultural Education.

The timeline of the National Report includes three periods that reflect developments in arts-based education in the country, considering major events in recent history: the regained independence and related changes in culture and education after 1991, the accession to the EU, and the subsequent changes that followed membership and National Plans of the country for 2021-2027.

Cultural education system in Latvia is created by the national, local government and private educational establishments, implementing vocational, professional secondary and higher education programmes. They ensure preparation of professional artists, musicians, dancers, specialists of cultural sectors and teaching staff.

Arts-based education is formal, vocational/professional and informal. These types of education ensure development of knowledge, competences and skills for children and young people.

The policy of cohesion and social inclusion is in focus of government and non-governmental institutions.

Recommendations for the Ministry of Culture and Ministry of Education

1. **Prioritise Cohesion and Inclusion:** it is essential to focus on avoiding risks, that could prevent successful development of society. This includes addressing issues related to in-migration and enhancing infrastructure to ensure infrastructure to ensure the inclusion of disabled children. Additionally, support should be extended to families with low incomes to promote equal opportunities for all.
2. **Promote the concept of Cultural and Creative Industries:** although the concept of CCI is relatively new, it has seen significant growth over the past decade. The CCI is crucial for the country's economic development, as it fosters employment and contributes to a vibrant economy. Moreover, the development of these industries should actively consider aspects of national identity, culture and language. Unique export offerings as well the potential for marketing strategies can enhance Latvia's presence on the international stage. It is recommended to create programmes that leverage these cultural strengths to not only boost local economies, but also to promote Latvia abroad.

Recommendations for arts-based educators at formal, vocational and informal institutions

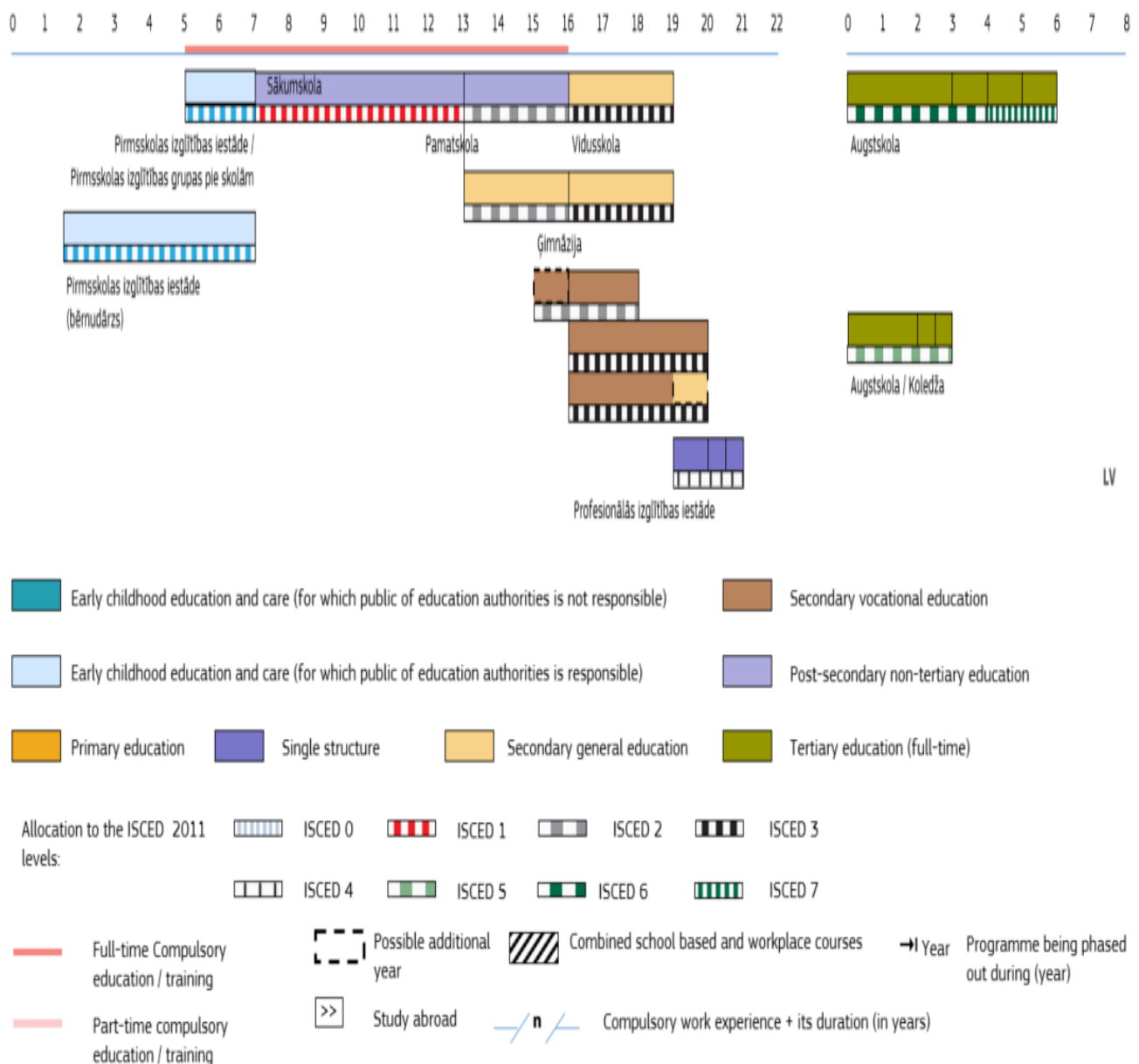
1. **Enhance digital skills development and creative participation:** it is vital to ensure that young people have access to opportunities that develop their digital skills and engage them in creative activities. The integration of creative industries with arts-based education in Latvia not only enriches the educational experience but also contributes to the country's

economic growth. This synergy prepares students to tackle future challenges in a rapidly changing world, equipping them with valuable skills and fostering a lifelong appreciation for the arts.

2. Strengthen educational programmes at higher levels: Latvian educational establishments should continue to provide quality degree programmes at both bachelor's and master's levels, focusing on equipping students with the necessary knowledge and skills to excel in advanced practices within the arts. This emphasis on higher education will help to cultivate a skilled workforce capable of driving innovation and creativity in various fields.

Another important dimension is the development of networking and community engagement, which is crucial for bringing together educators, artists, and policymakers to discuss best practices in arts education.

Annex 1: Structure of the education system in Latvia and division of childhood, secondary, post-secondary, and tertiary education



Annex 2: The Latvian School Bag Programme. A Case Study

The Latvian School Bag Programme is an initiative operating since 2018 to ensure that every school-age child in Latvia, from the beginning of primary to the end of secondary education, can “regularly

experience high-quality Latvian culture and arts events as a part of the formal learning process.” It provides state funding for arts and culture events, making such events a mandatory part of formal school, and providing a wide range of age-appropriate arts programming to all Latvian public schools.

In 2016, the Latvian Academy of Culture found that one fifth of all students had not visited any extracurricular cultural event during the school year. In 2015-2016, the National Cultural Centre conducted research into the specific barriers to students’ engagement with the cultural sector. A survey of about 170 schools showed that cultural offerings in education were viewed as uncoordinated, dependent largely on the competence and resources available to individual teachers.

The research identified key barriers to accessing cultural programming, most notably ticket fees (81%), transport costs and access (66%), distance to venues (64%), financial means of parents (63%), lack of time or too many other educational obligations (41%), and limited offers for the age and interests of students (24%).

The Latvian School Bag programme was initially conceptualised to promote Latvian culture in education as part of the country’s Centenary in 2018, during which 40% of the Centenary state budget was allocated to it. In 2016, the programme was piloted in three regions, serving a group of about 600 students. Per the National Cultural Centre, the rationale for the programme noted that cultural and arts programming promotes motivation to learn, positively affects students’ emotional well-being and mental health, promotes co-operation with families, and modernises the learning process.

The programme began operations in 2018, and since 2022 has been administered by the Latvian National Cultural Centre. As of 2023, it entails providing a fixed funding sum per student allocated to each school specifically to cover costs associated with cultural programming events (e.g. transport, tickets), a stipulation that such programming should be integrated formally into the curriculum, and special cultural programming created for students in tandem with cultural institutions.

In practice, there are three formats possible in the programming offered under the School Bag, with a goal of at least 24 different events taking place across the 10 cultural areas. These are: student visits to cultural institutions, cultural institutions or their representatives’ visiting schools, and digital events. A

key element of the programme is its centralised resource site for schools, teachers, and cultural sector professionals, which serves as a way to co-ordinate and share programming.

As of 2022, the programme has reached coverage for 96% of students from 1st through 12th grade. More than 230 000 Latvian children and young people have been reached, and more than 10 000 cultural and artistic events take place each school year. This practice also supports to the implementation of provisions II.8 and IV.5 of the OECD Recommendation on Creating Better Opportunities for Young People.

Furthermore, the Programme aims to ensure that, within the bounds of the state-established educational content and process, every student experiences, discovers and gets to know Latvian culture. It also aims to enrich the educational experiences of students and promote cultural awareness among young people. The programme provides students with opportunities to engage with various forms of art, culture, and heritage, including theatre, music, visual arts, and literature.

Key features of the School Bag Programme:

- **Cultural Experiences:** The programme emphasizes hands-on experiences by allowing students to attend cultural events, workshops, and performances that are aligned with their educational curriculum.
- **Accessibility:** The initiative seeks to make cultural education more accessible to all students, ensuring that children from different backgrounds and regions can participate.
- **Integration with Education:** The activities provided through the Latvian School Bag are designed to complement the regular school curriculum, enhancing subjects such as history, language, arts, and social studies.

- **Promoting National Identity:** One of the objectives of the programme is to foster a sense of national identity and pride among young people by connecting them to Latvia's cultural heritage.
- **Collaboration with Cultural Institutions:** The programme collaborates with various cultural institutions, including museums, theatres, and galleries, to create a diverse range of learning opportunities.

Altogether, the Latvian School Bag programme represents a significant effort to integrate cultural education into the school experience, nurturing creativity and appreciation for the arts among students in Latvia.

As part of the *Latvian School Bag* program, the Latvian Centre for Contemporary Art (LCCA) has collaborated with artists and art mediators to develop a series of creative master classes offered to children and young people (ages 7 to 18) at Latvian schools. In classes artists participate. An artist is presented as part of every workshop, with some of the actual artwork seen in person. The students become acquainted with the particularities, the technique and the method of the artist's work. Following the presentation, the artist and an art ambassador hold a creative master class, allowing the students to test, hands-on, the principles of creating an artwork, which they had glanced theoretically, by way of making a new work of art. Each creative workshop lasts two hours. All of these are available as a separate event, but a single school has the option of hosting several workshops as well.

Annex 3: SkillsLatvia. A Case Study

*SkillsLatvia*⁴⁵ is a national skills competition for VET students. It is the biggest vocational education and skills excellence event. Successfully maintained the selection at national level competition young professionals acquire to represent the Latvian national team at international level competitions *EuroSkills* and *WorldSkills*

SkillsLatvia:

- is a national skills competition for students of vocational education programmes.
- the competition takes place annually starting from 2017.
- at the competition students of vocational education establishments present the excellence of their skills by competing in 16 professions.
- serves as a pre-selection competition for further participation of young professionals at the European and international level competitions *EuroSkills* and *WorldSkill* by representing the national team of Latvia on the international level there.

Professional skills competition:

- contribute to the prestige of vocational education establishments, the self-esteem of students, their enthusiasm and motivation to master the study program better, help to improve their employability and competitiveness upon joining the labour market.
- create close cooperation with industry experts in developing tasks of professional skills competitions and evaluation criteria of performance in professions which further contribute to ensuring compliance with the content of vocational education with changing labour market requirements.
- raise the public awareness of vocational education as a value for knowing the selection of the career path, encourages students of general education establishments to choose

⁴⁵ VIAA (State Education Development agency of Latvia) (2025). <https://www.viaa.gov.lv/en/about-skillslatvia>

to master vocational qualifications demanded on the labour market, including science and technology-intensive professions after completing elementary education.

Results of the competition is announced publicly with results also for culture education, for example, results of competition in 2023: “From April 4th to 6th the National Young Professionals Competition *SkillsLatvia 2023* will gather around 120 competitors, who will showcase their talents and skills in 19 different skills competitions. For two days competitors will show their skills by performing tasks created by industry experts. Competition with motto "The doer wins!" will discover best new professional talents in Latvia for the sixth time. 19 skills competitions among them:

- Creative Arts and Fashion

1. Visual Merchandising and Window Dressing

2. Fashion Design

3. Fashion Technology”⁴⁶.

⁴⁶ VIAA (State Education Development agency of Latvia) (2025).<https://www.viaa.gov.lv/en/skillslatvia-2023-en>

Annex 4: Summary matrix map

	UNESCO framework
A	Cultural & natural heritage (museums, other places of cultural heritage etc.)
B	Performance & celebration (theatre, dance, opera, puppetry, festivals, fairs, music)
C	Visual arts and crafts (fine arts incl. Photography, fibre, metal, pottery, textiles, wood etc., decorations and jewellery, musical instruments. Produced by artisan.)
D	Books & press (books, newspapers, periodicals, libraries)
E	Audio-visual and interactive media (tv, radio, live streaming, film and video, interactive media, online games, youtube)
F	Design and creative services (fashion, graphic and interior design, landscape design, architectural and advertising services)
G	Tourism
H	Sports and recreation (organized or competitive sports, physical fitness, recreation (amusement and theme parks etc.)

1	2	4	3	5	6	7	8	9	10	11	12	13	14	15
Name of activity/ project/ programme	Brief description of activity	Art/ Cultural form	Brief history on how the project emerged	Digital aspect	Age and demographic profile of beneficiaries	Institutional setting (formal/ informal)	Spatial level and duration	Funding level and sources	Outputs	Outcomes	Impacts	Measures of success or indicators used to evaluate	Differentiated effects of both art and cultural forms and on different groups	Pedagog, didactic and institution method

FORMAL														
National lower secondary education	There are more than 315 schools in Latvian lower secondary institutions offer compulsory and elective courses across various domains of art and culture. (2024/2025) (from 12/13 years till 15/16)	The distribution of lesson hours in each art domain in compulsory education is determined by the Latvian government.	B (music), C (visual arts and crafts), D (native language and literature, foreign language education), H (sports)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout lower secondary education.	All Latvian residents must participate in lower secondary education until the age of 18/19 years if not completed earlier. Students typically enter lower secondary education (i.e., grades 7–9) at the age of 12/13 and graduate at the age of 15. (ISCED level 2).	Formal	National, ongoing	Public funding	The total number of students enrolled in lower secondary education in 2024/2025 is 53 715 (from 12/13 till 15/16 years)	YES	YES, unemployment rates for 25–34-year-olds with vocational upper secondary attainment are lower than for their peers with general upper secondary attainment in Latvia (6.9% and 10.3% respectively) .	YES	YES	YES
National (General) upper secondary education	There are more than 281 schools in Latvian upper secondary institutions offer compulsory and elective courses across various domains of art and culture. (2024/2025) (from 15/16 years till 18/19)	The amount of compulsory study credits in each art domain is determined by the Latvian government	B (music), C (visual arts), D (native language and literature, foreign language education), H (sports)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	All Latvian residents must participate in upper secondary education until the age of 18/19 years if not completed earlier. Students typically enter upper secondary education at the age of 15/16 and graduate at the age of 18/19. The students can choose between general upper secondary education or vocational upper secondary education (ISCED level 3).	Formal	National, ongoing	Public funding	The total number of students enrolled in general upper secondary education in 2024/2025 is 75 915, (from 15/16 years till 18/19 years)	YES	YES, unemployment rates for 25–34-year-olds with vocational upper secondary attainment are lower than for their peers with general upper secondary attainment in Latvia (6.9% and 10.3% respectively) .	YES	YES	YES
Public vocational arts-based education	There are 7 institutions in Latvia providing arts-based degrees all over Latvia. The degrees include, but are not limited to: visual arts, music, theatre, dance, arts and crafts, and design, media.	The duration and content of the training in vocational education are defined by the organizers. Licenses for vocational education organizations are granted by the	B, C, E, F, H	The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	All Latvian residents must participate in upper secondary education until the age of 18/19 years if not completed earlier. Students typically enter upper secondary education at the age of 15/16 and	Formal	National, ongoing	Public funding	The total number of students enrolled in arts-based vocational education in 2023 was 26'807, (from 15/16 years till 18/19 years)	YES	YES, unemployment rates for 25–34-year-olds with vocational upper secondary attainment are lower than for their peers with general upper secondary attainment in Latvia (6.9% and	YES	YES	YES

	(from 15/16 years till 18/19)	Latvian Government			graduate at the age of 18/19. The students can choose between general upper secondary education or vocational upper secondary education (ISCED level 3).						10.3% respectively) .			
Nacional basic education	There are more than 351 institutions in Latvia providing basic education in the arts all over Latvia. The arts disciplines include, but are not limited to: visual arts, crafts, media arts, music, literary art, circus art, dance, and theatre. (from 6/7 years till 15/16)	The duration and content of the training in basic education in the arts are defined by the organizers. Licenses to provide education are granted by the Ministry of Culture.	B, C, D, E	The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	Basic education in the arts is typically targeted towards children and young people under the age of 18/19.	Formal/Informal	National, ongoing	Public and private funding	The total number of students enrolled in Basic education in the arts in 2024/2025 is 61 683. (from 6/7 years till 15/16) Basic education in the arts	YES	YES, unemployment rates for 25–34-year-olds with vocational upper secondary attainment are lower than for their peers with general upper secondary attainment in Latvia (6.9% and 10.3% respectively) .	YES	YES	YES
A														
B														
Jāzepa Mediņa Rīgas Mūzikas vidusskola	Jāzeps Mediņš Rīga Music Secondary School is currently the largest institution for professional secondary music education, offering the most educational programs—eight in total. These programs include: keyboard instruments (piano and accordion), string instruments (violin, viola, cello, and kokle), wind instruments (all specialties), percussion instruments, vocal music, choral conducting, music history and theory, and jazz and popular music.	The Jāzeps Mediņš Rīga Music Secondary Music School is the largest institution for professional secondary music education in our country, with a respectable history and rich traditions, the origins of which can be traced back to the mid-1920s. Following the initiative of Jāzeps Vītols, the founder of the Latvian Conservatory, several People's Conservatories were established one after another in various cities across Latvia. Thus, in 1927, a ceremonial opening was held for the educational institution - the Latvian People's Conservatory - under the auspices of the Society for the Promotion of Latvian Music. Since 1947, the school has been named after the Latvian composer classic Jāzeps	B (Music)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout lower secondary education.	Students typically enter upper secondary education at the age of 16 and graduate at the age of 18. The students can choose between general upper secondary education or vocational upper secondary education (ISCED level 3).		Local, ongoing	Public funding	NA	YES	YES.	YES	YES	YES

		Mediņš. Over its 95 years of existence, our institution, along with eight other secondary music schools in Latvia and more than 100 music and arts schools, has proven that our country's music education system is unique, should be cultivated as a national treasure, and is not adaptable to any of the Western models.													
Jelgavas Mūzikas vidusskolas	One can learn to play the piano, string instruments, various wind instruments, percussion instruments, accordion, guitar, and kokle (a traditional Latvian instrument), as well as solo singing, choral conducting, and contemporary rhythmic music.	From 1945 to 1967, already as a Music Secondary School, it found its home on Uzvaras Street.	B (Music)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout lower secondary education.	Students typically enter upper secondary education at the age of 16 and graduate at the age of 18. The students can choose between general upper secondary education or vocational upper secondary education (ISCED level 3).		Local, ongoing	Public funding	The total number of students is 360.	YES	YES.	YES	YES	YES	YES
EMILĀ MELNGAILĀ LIEPĀJAS MŪZIKAS VIDUSSKOLA	Students' education after the 9th and 12th grades occurs in the following educational programs: Keyboard instruments (piano, accordion) String instruments (violin, viola, cello, double bass, guitar) Wind instruments (flute, oboe, clarinet, bassoon, saxophone, trumpet, trombone, horn) Percussion instruments Conducting Vocal music Music history and theory Popular and jazz music (piano, accordion, singing, guitar, double bass and bass guitar, saxophone, flute, clarinet, trumpet, trombone, percussion instruments)	From 1st of September 2016 school is reorganized by combining two schools from music and art field, now running as Liepāja Music, Art and Design Secondary School. Latvian republic Cabinet of ministers assigned for school status of The Centre of Competency Based Professional Education from 1st of January 2017.	B (Music)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout lower secondary education.	Students typically enter upper secondary education at the age of 16 and graduate at the age of 18. The students can choose between general upper secondary education or vocational upper secondary education (ISCED level 3).		Local, ongoing	Public funding	NA	YES	YES.	YES	YES	YES	YES

C														
Liepaja Music, Art and Design Secondary School	Liepaja Secondary Art School was founded in 1926 based on applied arts, with 4 specializations: Color, Fiber, Clay and Wood. Since then school has changed its name several times and developed other study programs. At this moment school offers four-year secondary vocational education (after the 9th grade in elementary school) in one of the following specialties:FASHI ON DESIGN, PRODUCT DESIGN (METAL, WOOD, CERAMICA, TEXTILE), FASHION ACCESSORIES DESIGN (LEATHER, METAL), INTERIOR DESIGN, ARCHITECTURE, ADVERTISEMENT DESIGN (GRAPHICS DESIGN), MULTIMEDIA DESIGN, STYLISTS, VISUAL ART (PHOTO AND ART)	From 1st of September 2016 school is reorganized by combining two schools from music and art field, now running as Liepaja Music, Art and Design Secondary School. Latvian republic Cabinet of ministers assigned for school status of The Centre of Competency Based Professional Education from 1st of January 2017.	C (Visual arts, Photography, fiber, metal, textiles, musical instruments)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout lower secondary education.	Students typically enter upper secondary education at the age of 16 and graduate at the age of 18. The students can choose between general upper secondary education or vocational upper secondary education (ISCED level 3).	Formal	Local, ongoing	Public funding	NA	YES	YES.	YES	YES	YES
PIKC Daugavpils Dizaina un mākslas vidusskola "SAULES SKOLA"	Four-year professional secondary education programs (attaining general secondary education and level 3 professional secondary education) and two-year professional secondary education programs (attaining level 3 professional secondary education) in the following design fields: Clothing design Wood product design Photo design Interior design Advertising design Textile product	The school provides students with materials for the development of their study and qualification work. High school students receive a scholarship and have accommodations provided in the dormitory."	C (Visual arts, Photography, fiber, metal, textiles, musical instruments)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout lower secondary education.	Students typically enter upper secondary education at the age of 16 and graduate at the age of 18. The students can choose between general upper secondary education or vocational upper secondary education (ISCED level 3).		Local, ongoing	Public funding	The total number of students is 438	YES	YES.	YES	YES	YES

	design Multimedia design													
Latgales Mūzikas un mākslas vidusskola	Studies take place in: Professional secondary education programs after obtaining basic education with a duration of four years; Professional secondary education programs after obtaining secondary education with a duration of three years; and professional orientation education programs (children's music school)	The Arts Education Competence Center 'Latgale Music and Art Secondary School' (MIKC LMMV) is an educational institution under the jurisdiction of the Ministry of Culture. MIKC LMMV commenced operations on August 1, 2023, following the reorganization of the Jānis Ivanovs Rāzekne Music Secondary School and the Rāzekne Art and Design Secondary School, with the goal of promoting the development of cultural education in Latgale and enhancing the prestige and competitiveness of cultural education	C (Visual arts, Photography, fiber, metal, textiles, musical instruments)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout lower secondary education.	Students typically enter upper secondary education at the age of 16 and graduate at the age of 18. The students can choose between general upper secondary education or vocational upper secondary education (ISCED level 3).		Local, ongoing	Public funding	NA	YES	YES.	YES	YES	YES
D														
E														
Rīgas Mākslas un mediju tehnikums - Mediju mākslas nodaļa	Professional secondary education after basic education - 4th LK; The sound operator ensures the sound for events, conducts sound recording, plays prepared audio materials (music, voice, sound effects), sets up electronic equipment, works with microphones, sound amplifiers, sound mixing consoles, and sound recording equipment, and determines the readiness and suitability of sound recording	The Media Arts Department is part of the Riga Art and Media Technical School.	Audio-visual and interactive media (tv, radio, live streaming, film and video, interactive media, online games, youtube)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout lower secondary education.	Students typically enter upper secondary education at the age of 16 and graduate at the age of 18. The students can choose between general upper secondary education or vocational upper secondary education (ISCED level 3).		Local, ongoing	Public funding	NA	YES	YES.	YES	YES	YES

	equipment for the given task.													
				The use of digital media and information and communication technology is systematically implemented across subjects and throughout lower secondary education.	Students typically enter upper secondary education at the age of 16 and graduate at the age of 18. The students can choose between general upper secondary education or vocational upper secondary education (ISCED level 3).		Local, ongoing	Public funding	NA	YES	YES.	YES	YES	YES
				The use of digital media and information and communication technology is systematically implemented across subjects and throughout lower secondary education.	Students typically enter upper secondary education at the age of 16 and graduate at the age of 18. The students can choose between general upper secondary education or vocational upper secondary education (ISCED level 3).		Local, ongoing	Public funding	NA	YES	YES.	YES	YES	YES
F														
Rīgas Dizaina un mākslas vidusskola	The Media Arts Department is part of the Riga Art and Media Technical School.	The school offers 10 educational programs (clothing design, leather goods design, interior design, glass products design, structural textiles, ceramics design, form textiles, wood products design, form design, and metal products design).	C (fashion, graphic and interior design, landscape design, architectural and advertising services)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout lower secondary education.	Students typically enter upper secondary education at the age of 16 and graduate at the age of 18. The students can choose between general upper secondary education or vocational upper secondary education (ISCED level 3).		Local, ongoing	Public funding	NA	YES	YES.	YES	YES	YES
				The use of digital media and information and communication technology is systematically implemented across subjects and throughout lower secondary education.	Students typically enter upper secondary education at the age of 16 and graduate at the age of 18. The students can choose between general upper secondary education or vocational upper secondary education (ISCED level 3).		Local, ongoing	Public funding	NA	YES	YES.	YES	YES	YES
				The use of digital media and information and communication technology is systematically implemented	Students typically enter upper secondary education at the age of 16 and graduate at the age of 18. The		Local, ongoing	Public funding	NA	YES	YES.	YES	YES	YES

				across subjects and throughout lower secondary education.	students can choose between general upper secondary education or vocational upper secondary education (ISCED level 3).									
G														
Valsts SIA Rīgas Tūrisma un radošās industrijas tehnikums	During the existence of the technical school, more than 6,000 specialists have been trained in the fields of food production, catering, tourism and commerce, hospitality, style and fashion, beauty therapy, and interior design.	The technical school was founded on July 8, 1980. Its name was Rīga 13th Technical School. From 1984, the school's name was Rīga 50th Vocational Secondary School. It began offering professional secondary education. Starting in 1990, it was named Rīga 1st Food Industry School. Classes began in the new educational complex at Nīcgales Street 26, Rīga. In 1998, a specialized training center for food and hospitality services was established at the technical school's base, which was named Rīga Food Producers Secondary School. In 2000, the technical school obtained the status of a non-profit organization, named Rīga Food Producers Secondary School. Since 2005, the school's name has been State Enterprise Rīga Food Producers Secondary School. Since September 1, 2013, it has been known as the State Limited Liability Company Rīga Tourism and Creative Industries Technical School. Additionally, in 2013, the school was granted the	Tourism	The use of digital media and information and communication technology is systematically implemented across subjects and throughout lower secondary education.	Students typically enter upper secondary education at the age of 16 and graduate at the age of 18. The students can choose between general upper secondary education or vocational upper secondary education (ISCED level 3).		Local, ongoing	Public funding	NA	YES	YES.	YES	YES	YES

		status of Professional Education Competence Center (PIKC).												
Kuldīgas Tehnoloģiju un tūrisma tehnikums, profesionālās izglītības kompetences centrs	In the school, one can learn about tourism and hospitality services, beauty therapy services, automotive transport, catering, restaurant services, and wood products.	Ministry of Education and Science Professional Education Competence Center Kuldīga Technology and Tourism Technical School, formerly Kuldīga Vocational Secondary School (since 2008), Kuldīga 78th Vocational School (since 1989). Founded in 1989, it is located in the city center, in the former complex of the Baltic Teachers' Seminary building.	Tourism	The use of digital media and information and communication technology is systematically implemented across subjects and throughout lower secondary education.	Students typically enter upper secondary education at the age of 16 and graduate at the age of 18. The students can choose between general upper secondary education or vocational upper secondary education (ISCED level 3).		Local, ongoing	Public funding	NA	YES	YES.	YES	YES	YES
				The use of digital media and information and communication technology is systematically implemented across subjects and throughout lower secondary education.	Students typically enter upper secondary education at the age of 16 and graduate at the age of 18. The students can choose between general upper secondary education or vocational upper secondary education (ISCED level 3).		Local, ongoing	Public funding	NA	YES	YES.	YES	YES	YES
H														
Murjāņu sporta ģimnāzija	In Murjāni: – luge – cycling – athletics – volleyball – handball In Jūrmala: – rowing – kayaking – canoeing	Murjāņu Sports Gymnasium is a specialized sports boarding school located in Murjāni, in the Saulkrasti municipality. Students at MSĢ study from 8th to 12th grade and train in several sports departments. Upon graduating from the gymnasium, students receive a general	Sports and recreation (organized or competitive sports, physical fitness, recreation (amusement and theme parks etc.)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	Students typically enter upper secondary education at the age of 16 and graduate at the age of 18. The students can choose between general upper secondary education or vocational upper secondary education (ISCED level 3).		Local, ongoing	Public funding	NA					

		secondary education. More than 70 Olympic participants have graduated from MSG, as well as several dozen medalists from World and European championships. The main building of the gymnasium was built in 1965. Since 1980, the gymnasium has had a branch in Jūrmala, where young rowers are trained. The gymnasium features an educational complex, several modern sports facilities, and a dormitory, or residential complex.													
Liepājas sporta spēļu skola	In school, you can train in sports such as basketball, volleyball, athletics, and hockey.	The Liepāja Sports Games School is an institution in the city of Liepāja.	Sports and recreation (organized or competitive sports, physical fitness, recreation (amusement and theme parks etc.)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	Students typically enter upper secondary education at the age of 16 and graduate at the age of 18. The students can choose between general upper secondary education or vocational upper secondary education (ISCED level 3).		Local, ongoing	Public funding	NA	YES	YES.	YES	YES	YES	YES
Cēsu pilsētas Sporta skola	In school, children can train in: athletics basketball biathlon volleyball floorball cross-country skiing orienteering football.	The Cēsis City Sports School is a vocational education institution established by the Cēsis municipality.	Sports and recreation (organized or competitive sports, physical fitness, recreation (amusement and theme parks etc.)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	Students typically enter upper secondary education at the age of 16 and graduate at the age of 18. The students can choose between general upper secondary education or vocational upper secondary education (ISCED level 3).		Local, ongoing	Public funding	NA	YES	YES.	YES	YES	YES	YES

INFORMAL														
The program "Latvian School Bag"	The Programme aims to ensure that, within the bounds of the state-established educational content and process, every student experiences, discovers and gets to know Latvia. It also aims to enrich the educational experiences of students and promote cultural awareness among young people. Launched in recent years, the programme provides students with opportunities to engage with various forms of art, culture, and heritage, including theatre, music, visual arts, and literature. Key features of the programme include: 1. Cultural Experiences: The programme emphasizes hands-on experiences by allowing students to attend cultural events, workshops, and performances that are aligned with their educational curriculum. 2. Accessibility : The initiative seeks to make cultural education more accessible to all students, ensuring that children from different backgrounds and regions can participate. 1. Integration with Education: The activities provided through the Latvian School Bag are designed to complement the regular school curriculum, enhancing subjects such as history, language arts, and social studies.	A state support programme. Altogether, the Latvian School Bag programme represents a significant effort to integrate cultural education into the school experience, nurturing creativity and appreciation for the arts among students in Latvia.	A (Cultural heritage), B (Music, theatre), C (Visual arts), D (native language and literature)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	In all events can participate children from 5 years old and beyond.	Informal	Local, ongoing	Private, public (The programme is a source of financial support to children and their families.)	All information can be found in column C	YES	YES.	YES	YES	YES

	<p>2. Promoting National Identity: One of the objectives of the programme is to foster a sense of national identity and pride among young people by connecting them to Latvia's cultural heritage.</p> <p>3. Collaboration with Cultural Institutions: The programme collaborates with various cultural institutions, including museums, theatres, and galleries, to create a diverse range of learning opportunities.</p>													
Cultural Education	<p>Cultural education encompasses programs in vocational training, secondary vocational education, higher vocational education (including short-cycle higher education study programs), and academic higher education within the fields of culture, arts, and creative industries in the thematic area of "Arts," as well as interdisciplinary programs, including those in cultural heritage and other areas. Cultural education can be pursued within both formal and informal educational frameworks.</p>	<p>The policy in the sector is shaped by the Ministry of Culture, while its implementation is coordinated and managed by the Latvian National Culture Centre. The cultural education system ensures the continuity of educational implementation and prepares professional artists in various fields—musicians, dancers, specialists related to the cultural sector and creative industries, as well as educational staff. Cultural education provides knowledge and skills in the fields of culture and the arts, promotes the development of cultural understanding and self-expression in art, fosters creative thinking, and supports the multifaceted development of individuals, including the development of STEAM skills. Cultural education ensures the continuity and</p>	<p>A (Cultural heritage), B (Music, theatre), C (Visual arts), D (native language and literature)</p>	<p>The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.</p>	<p>In all events can participate children from 5 years old and beyond.</p>	<p>Informal</p>	<p>Local, ongoing</p>	<p>Private, public</p>	<p>All information can be found in column C</p>	<p>YES</p>	<p>YES.</p>	<p>YES</p>	<p>YES</p>	<p>YES</p>

		sustainability of the Song and Dance Festival process, fosters an understanding of cultural diversity, and prepares informed consumers of culture. The Latvian cultural education system is comprised of educational institutions established by the state, municipalities and private individuals												
Intangible Cultural Heritage	Intangible cultural heritage (ICH) is a source of cultural belonging, identity, and self-awareness. It encompasses customs, games, and oral expressions, as well as the knowledge and skills associated with them, along with related tools, objects, artifacts, and cultural spaces that communities, groups, and, in some cases, individual persons recognize as part of their cultural heritage.	On December 1, 2016, the Law on Intangible Cultural Heritage came into effect in Latvia, and the Latvian National Culture Centre (LNKC) is responsible for its implementation by providing methodological support to communities and interest groups, organizing events, and offering consultations, as well as ensuring the circulation of information on issues important to the sector on the LNKC-managed websites and social media platforms. Since 2017, the Latvian Intangible Cultural Heritage List has been compiled, which includes 40 national values. Three intangible cultural heritage values—the tradition and symbolism of the Baltic Song and Dance Festival, the Suitu cultural space, and the skills of the Gauja log drivers—are included in the UNESCO International lists.	A (Cultural heritage), B (Music, theatre), C (Visual arts), D (native language and literature)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	In all events can participate children from 5 years old and beyond.	Informal	Local, ongoing	Private, public	All information can be found in column C	YES	YES.	YES	YES	YES
Latvian Historical Lands	The historical lands of Latvia—Vidzeme, Latgale, Kurzeme, Zemgale, and Sēlija—have historically	Each historical land of Latvia has its unique and distinct characteristics of Latvian identity, traditions,	A (Cultural heritage), B (Music, theatre), C (Visual arts), D (native language and literature)	The use of digital media and information and communication technology is systematically implemented	In all events can participate children from 5 years old and beyond.	Informal	Local, ongoing	Private, public	All information can be found in column C	YES	YES.	YES	YES	YES

	formed parts of Latvia, characterized by a unique cultural and historical environment and a shared identity among their inhabitants. In these historical lands, the Latvian nation has emerged from the cultural and linguistic foundations of ancient Finno-Ugric peoples, including the Curonians, Latgalians, Selonians, and Zemgallians, as well as the ancient indigenous people—the Livs.	dialects, and a specific cultural-historical environment. The diversity of Latvian identity features, the two traditions of written Latvian language, the cultural-historical environment of the historical lands of Latvia, and the cultural spaces maintained by local communities that promote their sustainability are a shared treasure of the Latvian nation.		across subjects and throughout of all levels in education.										
The tradition of the Song and Dance Festival.	The All-Latvian Song Festival has been held since 1873, normally conducted every five years, with the Latvian Dance Festival component added in 1948. During the festivals, exhibitions of photography, art and folk craft, orchestra concerts, and a festive parade take place. The Latvian Song and Dance Festival is one of the largest amateur choral and dancing events in the world, and an important event in Latvian culture and social life. As one of the Baltic song festivals, it is also a part of the UNESCO Masterpieces of the Oral and Intangible Heritage of Humanity list since 2008. Approximately 40,000 performers altogether participate in the event. Folk songs and classical choir songs are sung, with emphasis on a cappella singing, though modern	Since 1960, a distinct Latvian School Youth Song and Dance Festival has been held in an alternate five-year cycle, on a matching scale.	A (Cultural heritage), B (Music, theatre), C (Visual arts), D (native language and literature)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	In all events can participate children from 5 years old and beyond.	Informal	Local, ongoing	Private, public	All information can be found in column C	YES	YES.	YES	YES	YES

	popular songs have recently been incorporated into the repertoire as well.													
Choirs	At the XXVII General Latvian Song and XVII Dance Festival, 444 mixed, women's, men's, senior, and high school choirs from Latvia and the diaspora participated.	Typical for 2024: - Ensure the full functioning of the sector and the preservation and development of the traditions of the Song and Dance Festival as well as the a cappella choir singing tradition by organizing regional choir festivals in the regions of Latvia; - Prepare for the General Latvian Song and Dance Festival in 2028 and enhance the prestige of the sector; Implement professional development courses for choir conductors in Latvia.	A (Cultural heritage), B (Music, theatre), C (Visual arts), D (native language and literature)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	In all events can participate children from 5 years old and beyond.	Informal	Local, ongoing	Private, public	All information can be found in column C	YES	YES.	YES	YES	YES
Stage Dance	The Latvian National Culture Centre's Latvian theatrical dance sector includes amateur dance groups that ensure the preservation of intangible cultural heritage, the continuity of the amateur arts process, and the maintenance and development of the General Latvian Song and Dance Festival process. In preparation for the XXVII General Latvian Song and XVII Dance Festival, which took place in 2023 in Latvia and the diaspora, 689 youth, mid-generation, senior, and children's dance groups participated.	Typical for 2024: XXIII New Dance Competition (January 27 and 28, Valmiera Cultural Centre); XII Senior Dance Day (June 1, Limbaži Open-Air Stage); Professional development courses for dance festival supervisors and municipal/regional supervisors - attending the dance concert "Through the Bridges of Time" as part of the Lithuanian Song Festival; "New Dance XVIII" - preparation and publication of methodological materials; Annual professional development courses "Creative Summer" for leaders, repetitors, assistants of Latvian theatrical dance groups, and supervisors of regional and	A (Cultural heritage), B (Music, theatre), C (Visual arts), D (native language and literature)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	In all events can participate children from 5 years old and beyond.	Informal	Local, ongoing	Private, public	All information can be found in column C	YES	YES.	YES	YES	YES

		municipal dance groups (August 19-21, International Exhibition Hall Kipsala); Professional development courses "Latvian Dance School - 10" in the Vidzeme region - Session I (October 21-24, Valmiera Cultural Centre); Organizing the international conference for the theatrical folk dance sector (November 12 and 13).												
Brass Orchestras	In 2022, there were 63 brass orchestras operating in Latvia: 9 in Zemgale, 6 in Kurzeme, 18 in Riga and the surrounding area, 10 in Latgale, and 20 in Vidzeme, bringing together a total of 1,300 musicians. Among the participants, there are 39 municipal orchestras, 16 music schools and secondary music schools, 3 general education school orchestras, a children's and youth center, 5 university orchestras, and orchestras established by associations.	Topical for 2024: On May 25, there will be a concert featuring Latgale brass orchestras at the Preiļi Park Open Air Stage; On July 20, there will be a concert featuring Kurzeme brass orchestras at the Roja Open Air Stage.	A (Cultural heritage), B (Music, theatre), C (Visual arts), D (native language and literature)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	In all events can participate children from 5 years old and beyond.	Informal	Local, ongoing	Private, public	All information can be found in column C	YES	YES.	YES	YES	YES
Kankles Music	The concert kanklīs is the only national professional musical instrument in Latvia. The muted, nuanced sound of the kanklīs adds a special color to both folk music arrangements and contemporary works specifically written for the instrument. Kanklīs music helps shape the uniqueness and diversity of Latvian culture and is one of the genres	Topical for 2024: On March 22, there will be a concert featuring the kanklīs ensembles from the city of Jūrmala, Jelgava, Tukums, Talsi, Bauska, South Kurzeme, and Olain municipality at the Dubulti concert hall in Jūrmala; On April 13, there will be a concert featuring the kanklīs ensembles from Aizkraukle, Adazi, Kekava, Salaspils, Ropāži, and Mārupes	A (Cultural heritage), B (Music, theatre), C (Visual arts), D (native language and literature)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	In all events can participate children from 5 years old and beyond.	Informal	Local, ongoing	Private, public	All information can be found in column C	YES	YES.	YES	YES	YES

	represented at the Song Festival. In music education institutions, cultural houses, and centers, as well as in several general education institutions, there are a total of 77 kanklēns ensembles, bringing together approximately 450 kanklēns players.	municipality at the "Ulbrokas Pērle" Cultural Centre; On April 14, there will be a concert featuring the kanklēns ensembles from Riga at the Kokaru Hall of the Mežaparks Open-Air Stage; On April 19, there will be a concert featuring the kanklēns ensembles from Daugavpils, Valmiera municipality, Augšdaugava municipality, Alūksne municipality, Madona municipality, Saulkrasti municipality, Ogre municipality, Valkas municipality and Limbaži municipality at the Valmiera Cultural Centre.												
Vocal Ensembles	In 2023, approximately 700 vocal ensembles were active in Latvia, of which 64 ensembles participated in the XXVII General Latvian Song and XVII Dance Festival concerts and events.	Topical for 2024: Implement the Latvian amateur theater production showcase "Performance of the Year 2023"; Organize the XV Latvian Amateur Theater Festival in Valkā.	A (Cultural heritage), B (Music, theatre), C (Visual arts), D (native language and literature)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	In all events can participate children from 5 years old and beyond.	Informal	Local, ongoing	Private, public	All information can be found in column C	YES	YES.	YES	YES	YES
Amateur Theaters	Latvians are a nation of singers, dancers, and theater performers. The tradition of theater performance in Latvia dates back to the early 19th century. The greatest contributions to the establishment and development of Latvian theater are credited to the playwright, actor, and director, the father of Latvian theater, Ādolfs Alunāns. For the past 25 years, the "Performance of the Year" parade of Latvian amateur theater productions has been held to	Aktuāli 2024. gadā: īstenot Latvijas amatiereteātru iestudējumu skati „Gada izrāde 2023”; organizēt XV Latvijas amatiereteātru svētkus Valkā.	A (Cultural heritage), B (Music, theatre), C (Visual arts), D (native language and literature)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	In all events can participate children from 5 years old and beyond.	Informal	Local, ongoing	Private, public	All information can be found in column C	YES	YES.	YES	YES	YES

	<p>determine the best production of the year. Since 1968, an amateur theater gathering has taken place every four or five years, and starting in 2024, the Latvian Amateur Theater Festival will be held.</p> <p>Latvia also hosts many amateur theater festivals, several of which are international. Latvian amateur theaters have participated successfully in the international Baltic States Amateur Theater Festival "Baltic Rampa" as well as other festivals abroad.</p> <p>In the 2023/2024 season, approximately 420 amateur theaters operate in Latvia, with a total of more than 6,330 participants.</p>														
Diaspora	<p>On average, 15 events are organized each year to support the diaspora (rehearsals, lectures, master classes, informational seminars, and discussions abroad; courses and seminars in Latvia, as well as ensuring the availability of methodological materials).</p> <p>At the 2013 Song and Dance Festival, there were 1,300 participants from 46 artistic collectives, in 2018 there were 2,400 participants from 84 artistic collectives from 21 countries, and in 2023, there were 2,600 participants from 87 artistic collectives from 22 countries.</p>	<p>Topical for 2024: Provide methodological support in preparation for the XIII Latvian School Youth Song and Dance Festival in 2025; Ensure the participation of experts and lecturers in choir, dance, folklore groups, and amateur theater events outside of Latvia; Courses for dance group leaders "Latvian Dance School 10" (in-person, in Latvia).</p>	<p>A (Cultural heritage), B (Music, theatre), C (Visual arts), D (native language and literature)</p>	<p>The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.</p>	<p>In all events can participate children from 5 years old and beyond.</p>	<p>Informal</p>	<p>Local, ongoing</p>	<p>Private, public</p>	<p>All information can be found in column C</p>	<p>YES</p>	<p>YES.</p>	<p>YES</p>	<p>YES</p>	<p>YES</p>	<p>YES</p>

Folklore	The folklore sector encompasses Latvia's ethnographic ensembles, as well as folklore groups representing Latvians and other nations living in Latvia. In 2022, the Latvian National Culture Centre recognized 221 collectives: five represented Augšzeme, 74 represented Latgale, 48 represented Kurzeme, 43 represented Vidzeme, 16 represented Zemgale, and 29 represented Rīga, along with 6 from the Latvian diaspora abroad.	Topical for 2024: Implementation of professional development courses in traditional culture and music; Implementation of the educational, transmission, and promotion event "Youth Ethno Days 2024" in collaboration with municipalities and NGOs.	A (Cultural heritage), B (Music, theatre), C (Visual arts), D (native language and literature)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	In all events can participate children from 5 years old and beyond.	Informal	Local, ongoing	Private, public	All information can be found in column C	YES	YES.	YES	YES	YES
Folk Music	The folk music sector encompasses instrumental and vocal-instrumental collectives performing in various styles, characterized by a distinctive composition of acoustic instruments. Their repertoire consists of interpretations of folk and traditional music. Up to 50 collectives regularly participate in events organized and supported by the Latvian National Culture Centre (LNKC), covering various styles—from traditional and folk band performances to arranged folk music and tradition-based original works. In 2022, the LNKC recognized 60 folk music collectives operating in Latvia: 15 in Kurzeme, 20 in Latgale, 13 in Vidzeme, 4 in Zemgale, 7 in Rīga, and 4 in the Latvian diaspora.	Topical for 2024: Organization of professional development courses for leaders of folk music collectives; Organization of informational and educational seminars and courses.	A (Cultural heritage), B (Music, theatre), C (Visual arts), D (native language and literature)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	In all events can participate children from 5 years old and beyond.	Informal	Local, ongoing	Private, public	All information can be found in column C	YES	YES.	YES	YES	YES

Folk Applied Arts	Folk applied arts are an integral part of Latvian culture, with their development rooted in traditional cultural heritage. The folk applied arts sector includes representatives of various age groups and professions who realize their creative ideas while also helping to preserve Latvia's intangible cultural heritage. In 2023, the LNKCC collaborated with 133 folk applied arts collectives (studies, clubs, groups, and 8 associations) as well as individually practicing artisans—totaling approximately 2,000 participants.	Topical for 2024: Coordinate and participate in the preparation and conduct of discussions on topics related to folk applied arts and the wearing of traditional Latvian costumes; Coordinate cooperation with NGOs in the preparation and organization of events; Coordinate and organize the event "Meet Your Master," the exhibition "We" at the Veru Museum Gallery, and the exhibition "The Story of Latvian Folk Costumes" in Austria and Liechtenstein in collaboration with the Latvian Embassy in Austria; enhance the projects "Meet Your Master" and "Everyone Has Their Own Folk Costume" website; Implement professional development courses/seminars for leaders of folk applied arts studies/groups and interested individuals; Prepare and publish methodological materials.	A (Cultural heritage), B (Music, theatre), C (Visual arts), D (native language and literature)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	In all events can participate children from 5 years old and beyond.	Informal	Local, ongoing	Private, public	All information can be found in column C	YES	YES.	YES	YES	YES
Minority Collectives	Since 2012, methodological support has been provided to artistic collectives of ethnic minorities (vocal groups, folklore and instrumental ensembles, choirs, dance groups, orchestras, theaters, etc.) in preparation for the regular General Latvian Song and Dance Festivals. This support includes organizing seminars, professional development courses, creative camps, and	Topical for 2024: Preparation and participation of minority collectives in the minority festival "Vajā vērti atslēdzin!" on June 29-30 in Liepāja; Preparation for the International Folklore Festival Baltica 2025, participation in showcases in Riga and regions; Continue to organize professional development courses and informational seminars for leaders and participants of	A (Cultural heritage), B (Music, theatre), C (Visual arts), D (native language and literature)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	In all events can participate children from 5 years old and beyond.	Informal	Local, ongoing	Private, public	All information can be found in column C	YES	YES.	YES	YES	YES

[illegible]

Cultural Centers	In 2023, there were 563 cultural centers operating in Latvia, established by city or municipal authorities. The Latvian National Culture Centre (LNKC) provides methodological and informational support to these cultural centers and collaborates in the following areas: the preservation and development of intangible cultural heritage, including the traditions of the Song and Dance Festival, as well as ensuring the continuity of the folk art process.	<p>Topical for 2024: Ensure the implementation of the Cultural Center Law, including the establishment of Methodological Centers and the organization of informational seminars. Support the work of the Advisory Council for Cultural Centers. Implement informational and educational seminars, professional development courses, and exchange events both in-person and online, including collaboration with the "Latvian Cultural Workers Association." Provide methodological support and collaborate in the implementation of courses organized by the Latvian Academy of Culture ("Fundamentals of Cultural Center Management," Strategic and Personnel Management of Cultural Centers, etc.). Continue addressing relevant issues in the cultural center sector (e.g., regulatory acts governing areas of operation, professional development for those working in the cultural sector, awards, remuneration for leaders of amateur art collectives, etc.). In collaboration with the "Latvian Cultural Workers Association," organize working group meetings on current issues related to cultural centers. Continue international collaboration with Lithuania,</p>	A (Cultural heritage), B (Music, theatre), C (Visual arts), D (native language and literature)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	In all events can participate children from 5 years old and beyond.	Informal	Local, ongoing	Private, public	All information can be found in column C	YES	YES.	YES	YES	YES
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		Estonia, Germany, Belgium, and others in addressing relevant issues (e.g., regulatory acts governing areas of operation, professional development for cultural workers, experience exchange, etc.) in cooperation with the "Latvian Cultural Workers Association." Provide methodological support and collaborate in preparing and facilitating the international cultural center conference "Traditions. Innovations. Inclusion" and the European Network of Cultural Centers (ENCC) General Assembly scheduled for June 4-6, 2024.												
A														
Jauniešu māja "Liepāja"	Children and youth center	Municipality	A (Cultural Heritage)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	In all events can participate children from 5 years old and beyond.	Informal	Local	Private, public	All information can be found in column C	YES	YES.	YES	YES	YES
Madonas Bērnu un jauniešu centrs	Children and youth center	Municipality	A (Cultural Heritage)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	In all events can participate children from 5 years old and beyond.	Informal	Local	Private, public	All information can be found in column C	YES	YES.	YES	YES	YES
Jauniešu māja Ventspils	Children and youth center	Municipality	A (Cultural Heritage)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	In all events can participate children from 5 years old and beyond.	Informal	Local	Private, public	All information can be found in column C	YES	YES.	YES	YES	YES

B														
TDA "Dzintariņš"	Folk dance ensemble	Municipality	B(Dance)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	In all events can participate children from 5 years old and beyond.	Informal	Local	Private, public	All information can be found in column C	YES	YES.	YES	YES	YES
TDA "Liesma"	Folk dance ensemble	Municipality	B(Dance)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	In all events can participate children from 5 years old and beyond.	Informal	Local	Private, public	All information can be found in column C	YES	YES.	YES	YES	YES
TDA "Dancis"	Folk dance ensemble	Municipality	B(Dance)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	In all events can participate children from 5 years old and beyond.	Informal	Local	Private, public	All information can be found in column C	YES	YES.	YES	YES	YES
C														
Balvu mākslas skola	Art school	Municipality	C (fine arts)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	In all events can participate children from 5 years old and beyond.	Informal	Local	Private, public	All information can be found in column C	YES	YES.	YES	YES	YES
Jelgavas mākslas skola	Art school	Municipality		The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	In all events can participate children from 5 years old and beyond.	Informal	Local	Private, public	All information can be found in column C	YES	YES.	YES	YES	YES
Ventspils mākslas skola	Art school	Municipality		The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	In all events can participate children from 5 years old and beyond.	Informal	Local	Private, public	All information can be found in column C	YES	YES.	YES	YES	YES
D														
Grāmatu klubs	In every school there is a book club	To keep the book library, finance by the state, municipality or private funds.	D (books (digital books and books), newspapers, periodicals)	The use of digital media and information and communication technology is systematically implemented	In all events can participate children from 5 years old and beyond.	Informal	Local	Private, public	All information can be found in column C	YES	YES.	YES	YES	YES

				across subjects and throughout of all levels in education.										
E														
Rīgas skolēnu pils	Children and youth center	Municipality	E (Photo, film	The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	In all events can participate children from 5 years old and beyond.	Informal	Local	Private, public	All information can be found in column C	YES	YES.	YES	YES	YES
F														
Rīgas Tehniskās jaunrades nams "Annas 2"	Children and youth center	Municipality	F (Design and creative services (fashion, graphic and interior design, landscape design, architectural and advertising services)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	In all events can participate children from 5 years old and beyond.	Informal	Local	Private, public	All information can be found in column C	YES	YES.	YES	YES	YES
Rīgas skolēnu pils	Children and youth center	Municipality	F (Design and creative services (fashion, graphic and interior design, landscape design, architectural and advertising services)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	In all events can participate children from 5 years old and beyond.	Informal	Local	Private, public	All information can be found in column C	YES	YES.	YES	YES	YES
G														
Rīgas Jauno tehniķu centrs	Children and youth center	Municipality	G (Tourism)	The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	In all events can participate children from 5 years old and beyond.	Informal	Local	Private, public	All information can be found in column C	YES	YES.	YES	YES	YES
H														
Liepājas Olimpiskais centrs	Olimpiskais centrs ir viens no multifunkcionālākajiem sporta, kultūras, konferenču un	Municipality	H (Sports and recreation (organized or competitive sports, physical fitness, recreation	The use of digital media and information and communication technology is systematically	In all events can participate children from 5 years old and beyond.	Informal	Local	Private, public	All information can be found in column C	YES	YES.	YES	YES	YES

	<p>aktīvās atpūtas kompleksiem Eiropā. 18 000 kvadrātmetru lielā platībā apvienotas visdažādāko funkciju telpas. Galvenās ēkas piecos stāvos atrodas piemērotas sporta zāles basketbolam, volejbolam, telpu futbolam, florbolam, galda tenisam, boksam, džudo, grieķu-romiešu un brīvājām cīņām. Olimpiskais centrs piedāvā telpas ne tikai sporta treniņiem un sacensībām.</p>		(amusement and theme parks etc.))	implemented across subjects and throughout of all levels in education.										
Olimpiskais centrs "Rimi" (Riga)	Children and youth center	Municipality	H (Sports and recreation (organized or competitive sports, physical fitness, recreation (amusement and theme parks etc.))	The use of digital media and information and communication technology is systematically implemented across subjects and throughout of all levels in education.	In all events can participate children from 5 years old and beyond.	Informal	Local	Private, public	All information can be found in column C	YES	YES.	YES	YES	YES