***To the UN Office of the High Commissioner for Human Rights***

*On provision of a reply to the information request*

The Latvia’s answer is laid out in four parts which consists of policies and related implementation measures, teaching and learning processes and tools, training of educators and enabling environment. This is to inform on the progress made since January 2020 on the implementation of the resolution 42/7 adopted by the Human Rights Council in 2019.

**I Policies and related implementation measures**

The Latvian education curricula has been developed in accordance with international standards, applying the principle of diversity in education. Issues related to securing human rights – tolerance, non-discrimination, ethnic diversity, gender equality – have been integrated into standards and sample curricula programs of several subjects taught in primary and general secondary level of education.

The National Centre for Education *(hereinafter* *– Centre)* implements the European Social Fund project “Competence based approach in education content (Skola2030)”. The aim of the project is to introduce new learning content for pupils and to improve the content of learning and to address the professional needs of teachers. The new learning content is based on the values protected by the UN Universal Declaration of Human Rights, the European Convention on Human Rights and the Constitution of the Republic of Latvia. The approach to the education of young people is also based on these values. Human rights issues, including issues of tolerance, respect for the diversity of different ethnic cultures, hate speech have been integrated into the content of different subjects of education.

Since 2020 new Cabinet of Ministers Regulations have been adopted. They are related to basic education standards, basic education programmes as well as gradual secondary education standards and gradual secondary education programmes. Education Development Guidelines for 2021-2027 “Future skills for the society of the future” foresees that Latvia have to ensure that all forms of education and training are integrated into content that promotes understanding sustainable development and sustainable lifestyles, human rights, gender equality, promoting a culture of peace and non-violence, global citizenship and raising awareness of culture diversity and cultural contribution to sustainable development.

**II Teaching and learning processes and tools**

Human rights content has been integrated into standard education programmes. At the end of 9th grade pupils know the hierarchy of laws, have a knowledge on the fundamental role of human rights, understands the modern rule of law, recognize violent ideologies according to certain criteria. Pupils recognize human rights and general democratic society norms and human rights violations. Pupils gain knowledge how to express opinions on issues such as democratic state in modern society, express thoughts on the legitimate possibilities of civil and non-governmental initiatives and their role in a democratic society. Pupils gain experience of civil and political participation in dealing with issues relevant to the local community, consider various forms of civil participation and the ways that are most effective for influencing decision-making processes, and achieving needs of the society.

At the end of 12th grade students have been thought how to assess situations in which collective safety, health, dignity and human rights are threatened and how to offer solutions that address potential threats. Students know how to compare and analyse local, national and international legal norms, have knowledge on impact, hierarchical strength and relevance to the public interest, as well as develop proposals to improve existing laws and submits them to the responsible institutions. Students are able to analyse development of different religions and causes of the formation of new religious movements, are familiar with inclusive and the exclusive nature of religion in today's society and are aware of the right to change religion.

At the end of 12th grade students analyse the views expressed in the media, interpret expressed opinion directly and indirectly. Students recognize hate speech, censorship, biased or one-sided presentation of information, the use of the politically insulting language. Topic of gender equality is included in different subjects at school.

**III Training of educators**

The human rights topics of different governmental and non-governmental organizations are regularly included in the content of teacher training courses.

**IV An enabling environment**

Education curricula in 12th grade foresees that students gain experience of civil and political participation in dealing with issues relevant to the local community, consider various forms of civil participation and the ways that are most effective for influencing decision-making processes, and achieving needs of the society.

Recently Latvia has been dealing with integration of children who are arriving as refugees from Ukraine. More than 700 children have arrived and it is expected that 4 000 children will enrol into Latvia’s education system. Ukrainian children have been provided with pre-school, general primary and general secondary education. Respective municipality, considering its function to ensure support to civilians, assess the availability of education programmes, and defines those education institutions that will provide pre-school, general primary and general secondary education to Ukrainian children. Children from Ukraine in elementary schools have been offered to learn in Latvian or in the language of the respective minority school. Children in secondary education will be offered to learn only in Latvian language. Taking into account the unclear situation of the Covid-19 pandemic, learning via internet tools is kept as a solution for the time being. The National Centre for Education is working closely with the municipalities on the issues of education content, learning materials and learning process organization. Ukrainian teachers coming from Ukraine have the right to teach minor Ukrainians in Latvia without regard to the national requirements in force. In order to regain the sense of normality and give children stability and hope for the future, in addition to learning process, speech therapist, social pedagogue and psychologist services are provided for those in need. The Ministry of Education and Science is taking steps to ensure that young people from Ukraine have access to vocational education and training. Necessary steps are taken to ensure the recognition of educational documents enabling to continue education in vocational basic education or vocational secondary education programmes in Latvia.