

Ukrainian civilians in Latvia's education system: Practice and Challenges

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LIST OF ABBREVIATIONS

CoM – Cabinet of Ministers

CSB – Central Statistical Bureau

LLA – Latvian Language Agency

MIPEX – Migrant Integration Policy Index

MoC – Ministry of Culture

MoEDU – Ministry of Education and Science

Mol – Ministry of the Interior

NGO – Non-governmental organization

RNP – Register of Natural Persons

SEDA – State Education Development Agency

SEIS – State Education Information System

SEQS – State Education Quality Service

SIF – Society Integration Foundation

UCAL – Law on Assistance to Ukrainian Civilians

INTRODUCTION

Since Russia's full-scale invasion of Ukraine, Latvia has accepted an unprecedented number of Ukrainian civilians¹-more than 45,000. Therefore, the reception framework had to be established very rapidly to ensure their basic needs. At the same time, the war has been ongoing for four years, making clarity on long-term integration increasingly relevant - what is Latvia's policy toward newcomers in the country. Education is one of the central issues here, as it helps newcomers and their families integrate more successfully into local society if they decide to stay in Latvia long-term. The creation and implementation of the reception framework have been a challenge at all levels of governance, including in education.²

The Migrant Integration Policy Index (MIPEX) results indicate a rather unfavourable situation in integration, particularly in areas like education. The index's education results point to a lack of infrastructure to effectively support newcomer children, especially in the context of systemic integration support.³ Additionally, PROVIDUS's 2024 study found that responsible institutions lack sufficient data on the integration progress of Ukrainian civilians in Latvian schools.⁴ Unlike approaches in other countries, Latvia's law on support for Ukrainian civilians does not mandate school attendance for Ukrainian children of compulsory education age, leaving those currently outside the education system unengaged.⁵ This issue, though on the political agenda, remains unresolved for the 2025/2026 school year.

Given the challenges Latvia faces in developing a sustainable framework for newcomer education integration and accommodating an unprecedented number of Ukrainian civilians in its education system, it is essential to gather data on the experiences of various stakeholders (municipalities, educators, state institutions, Ukrainian civilians, and others) in Ukrainian children's educational integration, as well as to research other countries' experiences in newcomer education integration.

Objective: to identify and analyse the practices of Ukrainian civilian children's inclusion in Latvia's education system - how successfully Ukrainian civilians integrate into Latvian schools - and to develop policy recommendations.

The contents of the study are divided into three parts to address key questions about the situation and regulatory framework, municipal and school resources in the context of

¹ To simplify the text, the term "Ukrainian refugees" will also be used as a synonym.

² PROVIDUS (2025). Latvian municipalities' experience in receiving Ukrainian civilians: from crisis to long-term solutions. Available at: https://providus.lv/wp-content/uploads/2025/06/Pasvaldibu_kapacitate_petijums.pdf

³ MIPEX (2025). Latvia. Pieejams: <https://www.mipex.eu/latvia>

⁴ PROVIDUS (2024). Ukrainian refugees in Latvia: available data, needs, public attitudes. Available: https://providus.lv/wp-content/uploads/2024/09/Providus_research_final_0509-1.pdf

⁵ LSM (2025). Draft law on Ukrainian children's education in Latvia "marinated" due to legal objections. Available: <https://www.lsm.lv/raksts/zinas/latvija/03.12.2024-juridisku-iebildumu-del-iemarinets-likumprojekts-par-ukrainas-bernu-skolosanos-latvija.a578641/>

education accessibility, and the main long-term challenges in Latvia's education integration system.

METHODOLOGY

- Focus groups with teachers and school administration representatives

Three focus groups were conducted with representatives (teachers and administrative staff) from the State Cities of Riga, Daugavpils, Rēzekne, Liepāja, Ventspils, and Municipalities of Dobele, Jēkabpils. The focus groups took place between May 27 and June 5, 2025. Participants were selected on a regional basis.

- Municipal survey

A survey of Latvian municipalities was carried out between May 19 and June 23. Responses were received from 23 municipalities: Madona, Talsi, Ludza, Valmiera, Rēzekne, Gulbene, Bauska, Jēkabpils, Krāslava, Olaine, Cēsis, Smiltene, Jelgava, Tukums, Ropaži, Balvi, and the State City Municipalities of Jūrmala, Ventspils, Jelgava, Riga Rēzekne Liepāja and Daugavpils.

- Focus Group Discussions with Ukrainian Civilians

Three focus groups were held with parents of Ukrainian civilian children from Riga, Valmiera, Ventspils, Rēzekne, Ķekava, and Liepāja. The invited parents were reached through the Ukrainian community and NGO representatives. The focus groups were held from July 4 to 18.

- A Survey of Ukrainian civilians

A survey of parents of Ukrainian civilian children was conducted, yielding 175 responses. The results indicate that it primarily reached Ukrainians whose children mostly receive education in Latvia, in the Latvian education program (81 respondents total), as well as nearly an equal number of parents whose children receive education in Latvia in newly established NGOs primarily providing education via Ukrainian programs (79 respondents total). Only 13 respondents' children study exclusively online in Ukrainian schools, and in two cases, Ukrainian children do not attend school at all. The survey ran from August 29 to September 13.

- Semi-Structured Interviews

Semi-structured interviews were conducted with stakeholders involved in Ukrainian civilian integration: the Latvian Language Agency (LVA), Ministry of Education and Science (MoEDU), State Education Quality Service (SEQS), State Education Development Agency (SEDA), educational institutions, municipal education department representatives, and NGOs involved in education policy development and service provision in Latvia.

- Quantitative data analysis

The study summarises publicly available data from the Central Statistical Bureau (CSB) and the Ministry of the Interior (MoI) on the number of Ukrainian civilians under the age of 18. In

addition, it summarises publicly available data from the State Education Information System (SEIS) and requested by Providus from the Ministry of Education and Science (MoEDU) on the number of teachers, the number of Ukrainian civilians in the Latvian education system, as well as the funding allocated to local governments and its use for the implementation of educational support measures.

1. DESCRIPTION OF THE SITUATION

Following Russia's full-scale invasion of Ukraine in February 2022, Latvia welcomed more than 45,000 Ukrainian civilians, a significant proportion of whom were school-age children.⁶ More than 3,000 children have been gradually integrated into educational institutions at across all levels, from pre-school to secondary education. It is important to note that Ukrainian civilians of compulsory school age have the right, but not the obligation, to attend an educational institution in Latvia. Based on data from the MoEDU, PROVIDUS estimated in the spring of 2024 that approximately one-third of Ukrainian children remain outside the

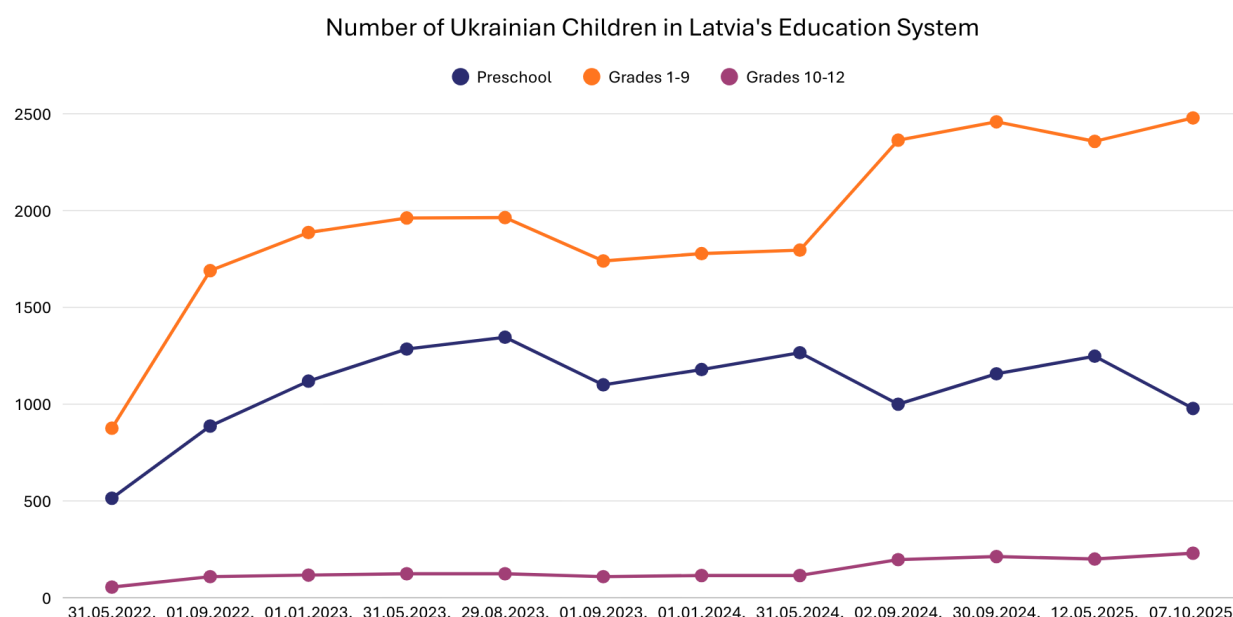


Table No. 1. Number of Ukrainian Children in Latvia's Education System. Source: Data provided from MoEDU from State Education Information System (SEIS)

Latvian education system.⁷ Consequently, there is limited information about these children, including the reasons why they are not attending school in Latvia.

Data from the MoEDU show that as of October 7, 2025, two-thirds of the children were concentrated in Riga (2,232), followed by Daugavpils (168), Jelgava (151), and Liepāja (121), while the proportion in rural municipalities is smaller (*Table No. 2*).

Thus, for State City Municipalities, especially Riga, the integration of Ukrainian children in schools poses significantly greater challenges than for most municipalities in the regions. According to the State Education Information System (SEIS), as of October 7, 2025, a total of **3,687 Ukrainian civilians** are enrolled in Latvian basic education institutions from pre-school through grades 1-12.

⁶ PROVIDUS (2025). Latvian municipalities' experience in receiving Ukrainian civilians: from crisis to long-term solutions. Available at: https://providus.lv/wp-content/uploads/2024/09/Providus_research_final_0509-1.pdf

⁷ PROVIDUS (2024). Ukrainian refugees in Latvia: available data, experience, and public attitudes. Available at: https://providus.lv/wp-content/uploads/2025/06/Pasvaldibu_kapacitate_petijums.pdf

A survey conducted by PROVIDUS in local governments collected data from 23 municipalities, where a total of 3,298 Ukrainian civilian children are registered in local schools - covering 89% of children registered in SEIS. The table No. 2 shows the number of Ukrainian civilians in municipal education institutions. The municipalities that responded to the survey are marked in orange.

Municipality	Number of Ukrainian Children in Preschool + grades 1-12
RĪGA	2232
DAUGAVPILS	168
JELGAVA	151
LIEPĀJA	121
VENTSPILS	81
RĒZEKNE	74
BAUSKA MUNICIPALITY	63
JŪRMALA	51
KULDĪGA MUNICIPALITY	49
OGRES MUNICIPALITY	49
DOBELE MUNICIPALITY	48
JĒKABPILS MUNICIPALITY	43
VALMIERA MUNICIPALITY	43
TUKUMS MUNICIPALITY	40
CĒSIS MUNICIPALITY	40
MĀRUPE MUNICIPALITY	39
LIMBAŽI MUNICIPALITY	30
SIGULDA MUNICIPALITY	29
ROPAŽI MUNICIPALITY	29
ĶEKAVA MUNICIPALITY	28
JELGAVA MUNICIPALITY	25
GULBENE MUNICIPALITY	23
LUDZA MUNICIPALITY	21
ĀDAŽI MUNICIPALITY	20
SMILTENE MUNICIPALITY	20
SALDUS MUNICIPALITY	18
SALASPILS MUNICIPALITY	17
BALVI MUNICIPALITY	17
DIENVIDKURZEME MUNICIPALITY	15
OLAINA MUNICIPALITY	14

AIZKRAUKLE MUNICIPALITY	14
MADONA MUNICIPALITY	14
RĒZEKNE MUNICIPALITY	11
TALSI MUNICIPALITY	10
PREIĻI MUNICIPALITY	9
KRĀSLAVA MUNICIPALITY	7
VALKA MUNICIPALITY	6
VENTSPILS MUNICIPALITY	6
SAULKRASTI MUNICIPALITY	6
ALŪKSNE MUNICIPALITY	4
AUGŠDAUGAVA MUNICIPALITY	2
TOTAL	3687

Table No. 2. Number of Ukrainian civilians in municipal educational institutions. Source: Data provided by the MoEDU from SEIS as of October 7, 2025. Municipalities that responded to the PROVIDUS municipal survey are marked in orange.

1.2. Regulatory and institutional framework

The basis for the integration of Ukrainian children in education is the Latvian education system, i.e., integration is implemented in accordance with the state education program for asylum seekers, refugees, or persons with alternative status.⁸ In accordance with the Asylum Law and other regulatory acts,⁹ Ukrainian children receive education in the same manner as minor asylum seekers.

This approach is determined by several legal acts:

- **Law on Assistance to Ukrainian Civilians (UCAL)** - defines the rights of Ukrainian civilians to education and the procedure for obtaining it.¹⁰
- **Asylum Law** - defines the opportunities for obtaining education in the state language at state or municipal educational institutions.¹¹

⁸ Cabinet of Ministers (2020). Regulations Regarding the State Basic Education Standard and Model Basic Education Programmes. Available: <https://likumi.lv/ta/en/en/id/303768>

⁹ Saeima (2022). Law on Assistance to Ukrainian Civilians. Available: <https://likumi.lv/ta/en/en/id/330546>

¹⁰ Ibidem.

¹¹ Saeima (2016). Asylum Law. Available: <https://likumi.lv/ta/id/278986-patveruma-likums>

- **Action Plan for the Support of Ukrainian Civilians** - defines the institutions responsible for providing education, the resources to be involved, and implementation.¹²
- **Education Law** – defines the right of minors to education regardless of their residence status.¹³
- **Cabinet of Ministers Regulation No. 488 "Procedures by which Minor Asylum Seeker shall be Provided with Opportunities for Acquiring Education"** – determines the procedure for providing educational opportunities, including the admission process and the determination of support measures.¹⁴
- **Guidelines, standards** – based on the national pre-school education guidelines and the national standards for basic education, basic education, and vocational education, educational institutions plan the educational process for Ukrainian civilians.¹⁵

Several institutions are involved in the process of children's integration into education:

Institution	Role
Ministry of Education and Science	Primary Policy Maker and Coordinator in the Field of Education. Responsible for the development of education policy, management of educational content and resources, allocation of funding, and ensuring quality assurance. ¹⁶
State Education Quality Service	Functions include collecting information necessary for the development and implementation of education policy; registering educational institutions; licensing educational programs; assessing the quality of general and vocational education; monitoring educational processes; and evaluating the professional performance of educational institution leaders. ¹⁷
State Education Development Agency	Ensures the development, improvement and advancement of the content of general and vocational education; provides broader learning experiences for children and young people; supports a professional assistance system for educational institutions and local governments; evaluates student academic performance in national examinations; conducts language proficiency testing; implements inclusive education approaches; and promotes the

¹² Cabinet of Ministers (2025). On the Action Plan for Providing Support to Ukrainian Civilians in the Republic of Latvia in 2025. Available: <https://likumi.lv/ta/id/362088-par-pasakumu-planu-atbalsta-sniegsanai-ukrainas-civiliedzivotajiem-latvijas-republika-2025gadam>

¹³ Saeima (1999). Education Law. Available: <https://likumi.lv/ta/id/50759-izglitiba-likums>

¹⁴ Cabinet of Ministers (2016). Procedures by which Minor Asylum Seeker shall be Provided with Opportunities for Acquiring Education. Available: <https://likumi.lv/ta/en/en/id/283808>

¹⁵ Cabinet of Ministers (2018). Regulations Regarding the State Guidelines for Pre-school Education and the Model Pre-school Education Programmes. Available: <https://likumi.lv/ta/en/en/id/303371>

¹⁶ Saeima (1999). Education Law. Available: <https://likumi.lv/ta/en/en/id/50759>

¹⁷ Cabinet of Ministers (2013). Regulations on the State Education Quality Service. Available: <https://likumi.lv/doc.php?id=256415>

	development of individual abilities. ¹⁸ Administers funding for summer camps and non-formal education programs aimed at the integration of Ukrainian civilians and the enhancement of language skills.
Latvian Language Agency	Implements the state language policy. Its functions include monitoring the state of the Latvian language and the dynamics of sociolinguistic processes, providing support for learning Latvian, and enhancing the competitiveness of the Latvian language. To fulfill these functions, its tasks include teaching Latvian as a second foreign language at all levels of education, managing and implementing projects in the areas of language learning, teaching methodology, and intercultural communication, as well as carrying out measures that promote the development of the state language. ¹⁹
Society Integration Foundation	In accordance with policy planning documents, it provides financial support and promotes social integration by attracting, accumulating, managing, and distributing funds for the implementation of social integration projects. In the context of the educational integration of Ukrainian civilians, it finances support measures (e.g., state language courses for children). ²⁰²¹
Municipalities	Responsible for ensuring access to education and the preschool, general and secondary education levels. ²² Evaluates the accessibility and compliance of municipal educational institution programs and determines which educational institutions provide opportunities for obtaining education. ²³
Schools	Implements the admission of the child into the educational program, develops an individual learning plan for the educational program, and determines the necessary support measures. Assesses previously acquired knowledge, skills, and competencies in accordance with the content of the educational program.

¹⁸ Cabinet of Ministers (2025). Regulations of the State Education Development Agency. Available: <https://www.vestnesis.lv/op/2025/68.3>

¹⁹ Latvian Language Agency (2012). Regulations of the Latvian Language Agency. Available: <https://valoda.lv/par-mums/nolikums/>

²⁰ Saeima (2001). Law on the Society Integration Foundation. Available: <https://likumi.lv/ta/en/en/id/26310>

²¹ Society Integration Foundation (2025). Results of the project competition "Latvian language lessons for Ukrainian civilians – children" approved. Available: <https://www.sif.gov.lv/lv/jaunums/apstiprinati-projektu-konkursa-latviesu-valodas-macibas-ukrainas-civiliedzivotajiem-berniem-rezultati>

²² Cabinet of Ministers (2025). On the Action Plan for Providing Support to Ukrainian Civilians in the Republic of Latvia in 2025. Available: <https://likumi.lv/ta/id/362088-par-pasakumu-planu-atbalsta-sniegsanai-ukrainas-civiliedzivotajiem-latvijas-republika-2025gadam>

²³ Cabinet of Ministers (2016). Procedures by which Minor Asylum Seeker shall be Provided with Opportunities for Acquiring Education. Available: <https://likumi.lv/ta/en/en/id/283808>

	Introduces the child's legal guardian to the developed individual learning plan and the support measures. ²⁴
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When examining the responsibilities of the parties involved in the educational integration process, it is evident that schools play the leading role. School administration decides on how to promote the inclusion of Ukrainian children,²⁵ for example, by assessing their knowledge, developing individual learning plans, and determining the necessary support available. This is confirmed by data from the survey of local governments (*Chart No. 3*), which shows that schools play a leading role, with local governments performing a coordinating role in some cases.

For example, in an interview, one of the school representatives in Jelgava stated that all decisions regarding Ukrainian children are made by the school, and the local government does not coordinate the process, assess the integration, or determine the necessary support.²⁶ Although the consultative role is essential in increasing the schools capacity to accept Ukrainian pupils, the data obtained indicates a lack of a systematic approach to integration, which complicates the daily work of schools. Regarding the implementation of integration measures in schools, a participant in one of the focus group discussions notes: *"Thanks to the State Language Agency, the materials are very diverse, and these materials can also be obtained from other websites, but this is not a system of colleagues. [...] I don't think we have a system for directly helping children of this kind. [...] Everyone has to come up with their own system."*²⁷

²⁴ Ibid.

²⁵ Interview No. 4 – State Education Quality Service, 10.10.2025.

²⁶ Interview No. 6 – Jelgava Central Primary School, 20.10.2025.

²⁷ Focus group No. 3 – teachers and school administration representatives, 5 June 2025.

Are the support measures for Ukrainian civilian children are coordinated at the municipal level?

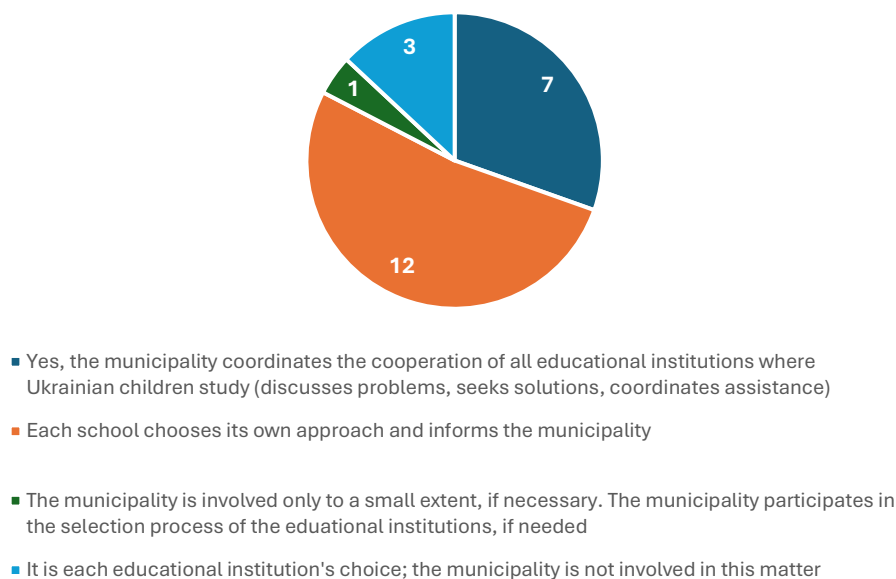


Chart No. 3. Coordination of support measures in local governments. Source: PROVIDUS survey of local governments in Latvia. Responses from 23 local governments were compiled.

1.3. Tools for facilitating integration into the education system

In accordance with the Action Plan for providing support to Ukrainian civilians, funding from the state budget is allocated in the following categories:

- provision of free lunches for grades 1-4,
- provision of assistant services in educational institutions,
- support for the provision of non-formal education activities, including Latvian language learning.²⁸

Based on information provided by the MoEDU, additional funding from the state budget is allocated for:

- teachers' salaries for the implementation of individual education program plans, in the amount of EUR **257** per month,
- the purchase of teaching materials for Ukrainian civilians and minor asylum seekers registered with the SEIS, EUR **50** per year,

²⁸ Cabinet of Ministers (2025). On the Action Plan for Providing Support to Ukrainian Civilians in the Republic of Latvia for 2025. Available: <https://likumi.lv/ta/id/362088-par-pasakumu-planu-atbalsta-sniegsanai-ukrainas-civiliedzivotajiem-latvijas-republika-2025gadam>

- in addition to the targeted subsidy for teachers' salaries (directly to Ukrainian civilians registered from 01.01.2025 to 31.08.2025), EUR **128.50** per year.²⁹

Funding for educational institutions to support Ukrainian civilians is linked to the moment when the child is registered with SEIS. In fact, funding for each child is allocated for one academic year, depending on when the child is registered at the educational institution. According to the Education Law, one of the municipality's tasks is to ensure accessible and high-quality education in their territory, in accordance with the objectives set by the state and the needs of individuals. In addition, their tasks include the distribution of funding allocated for the remuneration of teachers in subordinate educational institutions.³⁰ To support Ukrainian civilians, funding has been allocated for the remuneration of teachers involved in the implementation of individual education plans, additional educational activities, and the provision of teaching materials.³¹ Based on information provided by the MoEDU, the amount of funding is determined based on the number of children registered in educational institutions at the beginning of the year. In addition, limits are set on how much funding can be allocated for a specific purpose, such as support staff. Subsequently, the local government assesses who needs funding, identifying needs and distributing funding internally, allowing for autonomous assessment of the necessary resources within the local government.³² Looking at the funding allocated to local government and private educational institutions (see *Table No. 4*), it can be seen that, compared to 2023, the amount of funding is increasing, which is consistent with the increase in the number of Ukrainian children in the Latvian education system shown in graph No. 1.

Funding allocated to educational institutions by year

	First 4 months of 2022	2023	2024	2025	Plan for 2026
Municipal educational institutions	2,074,608	6,059,298	7,111,696	7,219,132	7,428,078
Private educational institutions	79,040	297,576	495,769	524,835	449,265
Total	2,153,648	6,356,874	7,607,465	7,743,967	7,877,343

Table nr. 4. Funding allocated to municipal and private education institutions for the provision of education integration support measures. Source: Data provided by MoEDU

²⁹ Ministry of Education and Science (2025). Ministry of Education and Science continues to support the education of Ukrainian civilians. Available: <https://www.izm.gov.lv/lv/jaunums/izglitiba-un-zinatnes-ministrija-turpina-atbalstu-ukrainas-civiliedzivotaju-izglitiba>

³⁰ Saeima (1999). Education Law. Available: <https://likumi.lv/ta/en/en/id/50759>

³¹ Cabinet of Ministers (2016). Procedures by which Minor Asylum Seeker shall be Provided with Opportunities for Acquiring Education. Available: <https://likumi.lv/ta/en/en/id/283808>

³² Interview No. 3 – Ministry of Education and Science, 09.10.2025.

A more detailed examination of the funding allocated to municipalities in the field of education (Charts No. 5, 6, 7, and 8) shows that during the period from 2022 to 2025, the largest share of funding consists of remuneration and State Social Insurance contributions for teachers, followed by funding allocated to summer camps. The dynamics of the shares differ: it can be observed that in 2022 and 2023 municipalities were allocated a higher level of funding for summer camps. Starting from 2023, municipalities were also granted funding for non-formal education activities. A detailed overview of the use of funding allocated to camps and non-formal education activities can be found in Annex No. 2, which shows that municipalities returned the majority of this funding in 2023 and 2024. In connection with the relatively low utilization of this funding, representatives of State Education Development Agency (SEDA) also indicate that after 2025, funding for non-formal education activities for Ukrainian civilians will no longer be allocated to municipalities.³³

The data shown in Charts No. 5, 6, 7, and 8 on funding allocated to municipalities in the field of education present information on 23 municipalities from which responses were received in the survey conducted by PROVIDUS on Ukrainian civilians in the Latvian education system. Over the period from 2022 to 2025, Charts No. 5, 6, 7, and 8 show that the largest share of expenditures is allocated to remuneration and camps. Starting from 2023, additional funding was allocated to non-formal education activities. More detailed data on the funding allocated to non-formal education and camps are available in Attachment No. 2. With regard to the use of funding allocated to camps, it can be observed that the proportion of funding utilized by municipalities increased when comparing 2022 with 2024. In contrast, the funding allocated to non-formal education activities posed greater challenges: although an increase in utilization can be observed when comparing 2023 and 2024, most municipalities did not use the available funding in full. This is also confirmed by information provided by SEDA, indicating that municipalities lack internal capacity and teachers who could be engaged in the implementation of non-formal education activities.³⁴ Data on the total amount of funding allocated to all municipalities, its proportion, and the utilization of funding for camps and non-formal education activities are available in Attachments No. 1 and 2.

³³ Interview No. 2 with a representative of the State Education Development Agency, 09.10.2025.

³⁴ Interview No. 2 with a representative of the State Education Development Agency, 09.10.2025.

Funding allocated to municipalities for integration support measures in education for Ukrainian civilians in 2022

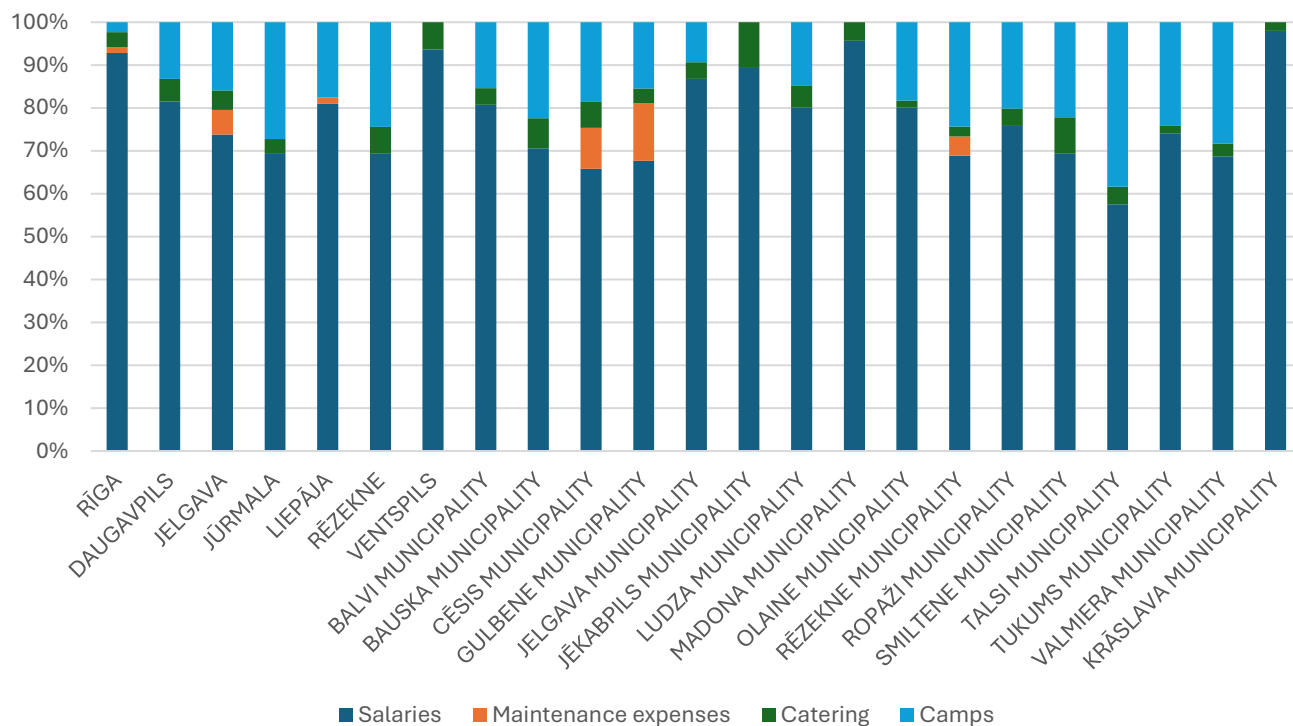


Chart No. 5. Funding allocated to municipalities for the support of Ukrainian civilians in the field of education in 2022. Source: Data provided by MoEDU upon request by PROVIDUS

Funding allocated to municipalities for integration support measures in education for Ukrainian civilians in 2023

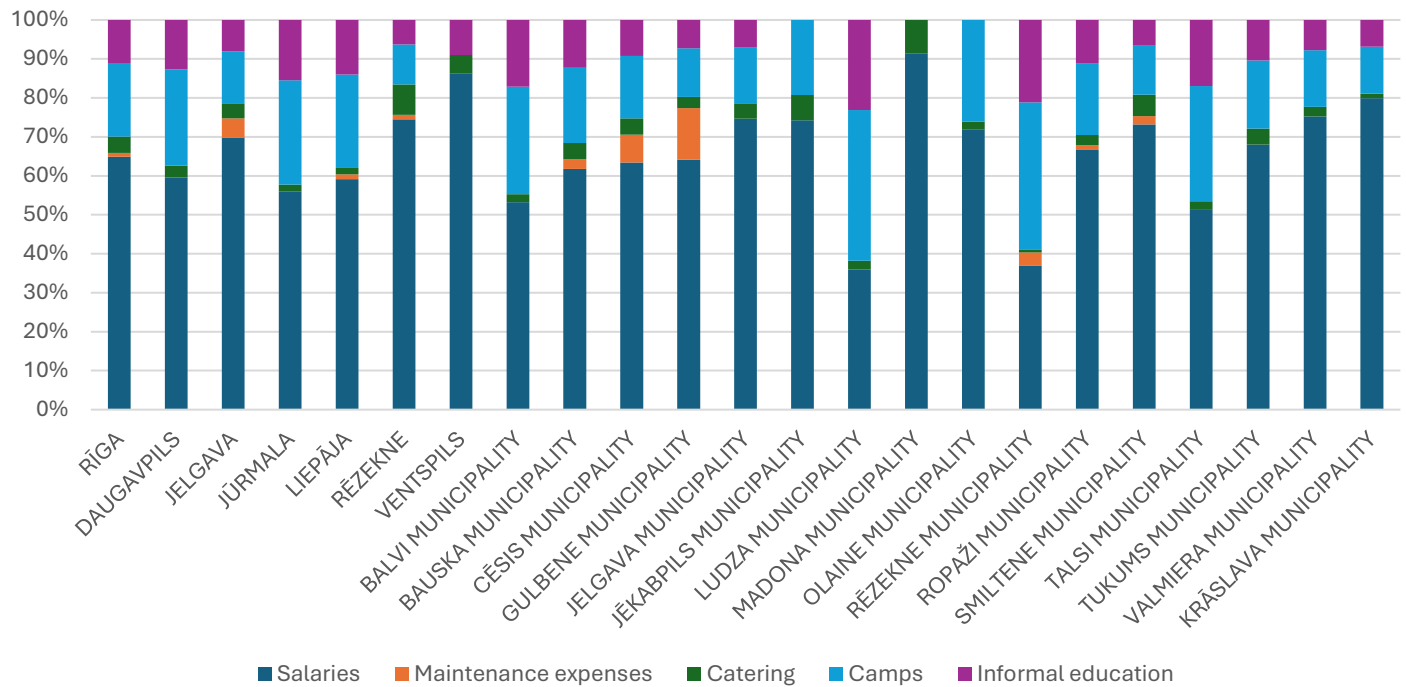


Chart No. 6. Funding allocated to municipalities for the support of Ukrainian civilians in the field of education in 2023. Source: Data provided by MoEDU upon request by PROVIDUS.

Funding allocated to municipalities for integration support measures in education for Ukrainian civilians in 2024

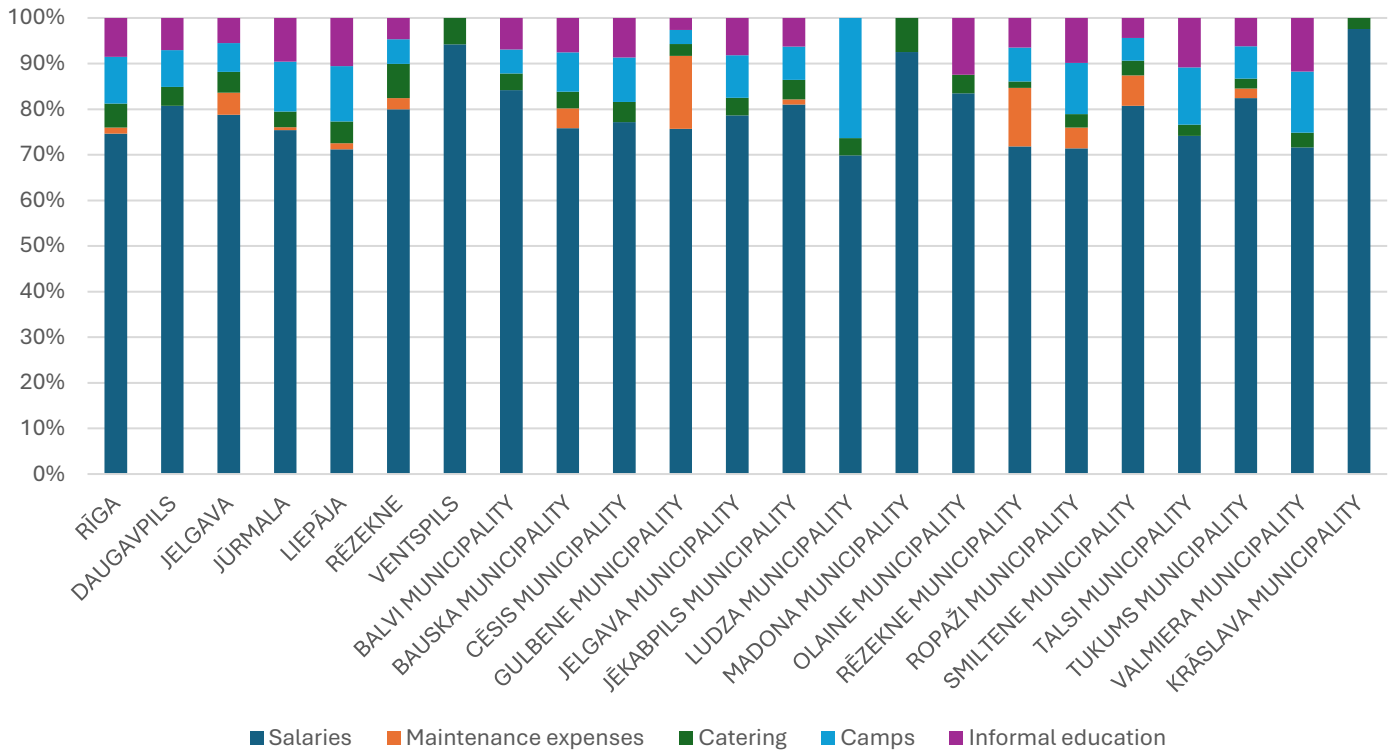


Chart No. 7. Funding allocated to municipalities for the support of Ukrainian civilians in the field of education in 2024. Source: Data provided by MoEDU upon request by PROVIDUS.

Funding allocated to municipalities for integration support measures in education for Ukrainian civilians in 2025

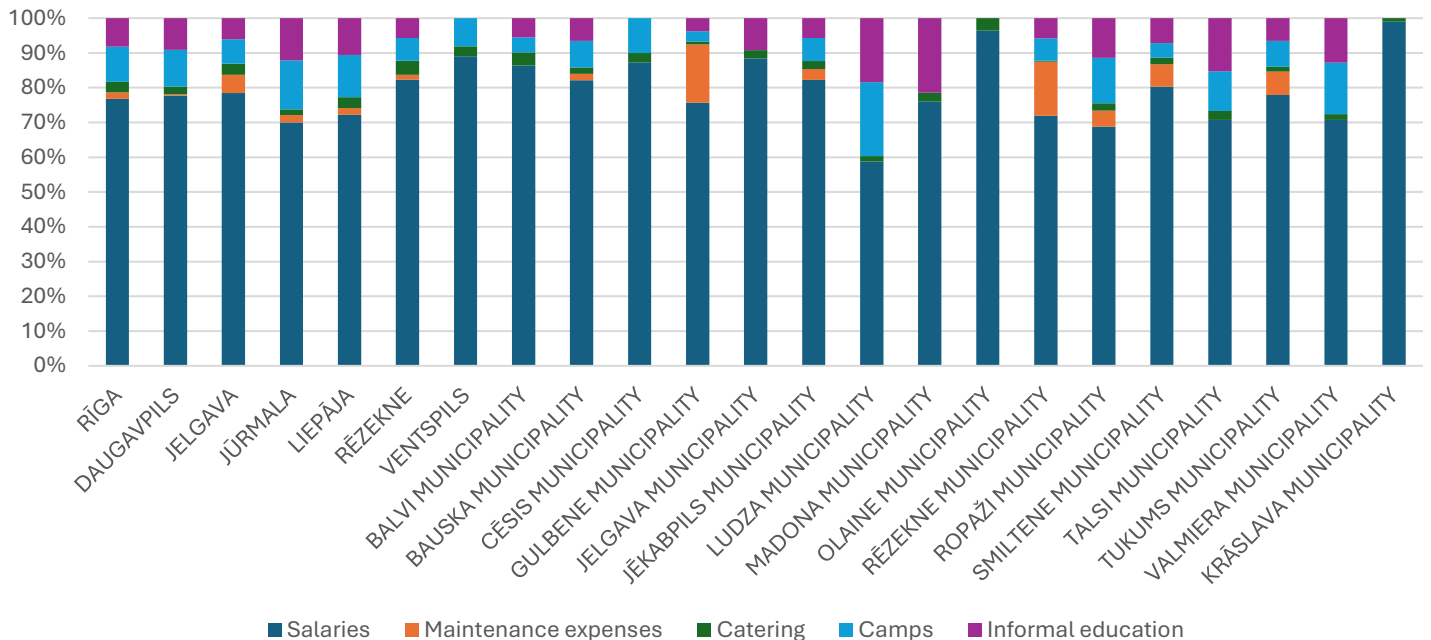


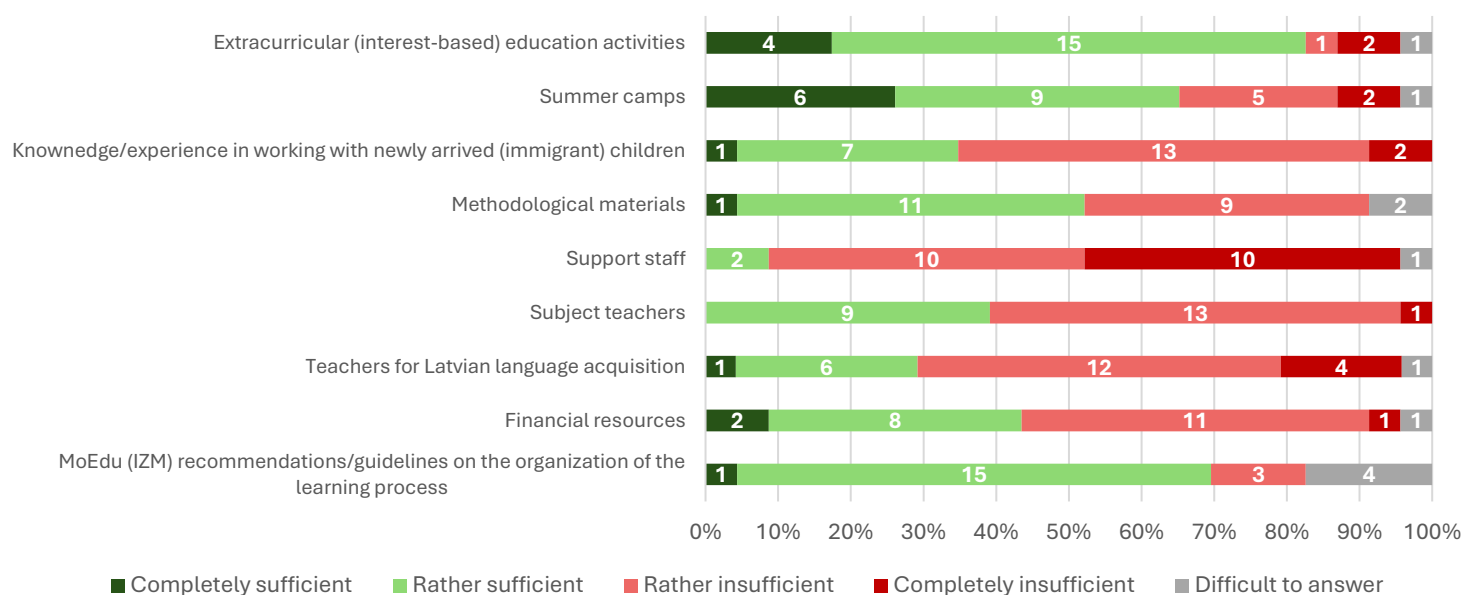
Chart No.8. Funding allocated to municipalities for the support of Ukrainian civilians in the field of education in 2025. Source: Data provided by MoEDU upon request by PROVIDUS.

1.4. Assessment of Municipal Resources

Municipalities are responsible for assessing the resources required to support integration. In the survey conducted by PROVIDUS, municipalities indicate that they most acutely lack support staff, teachers for teaching the Latvian language, and expertise in working with newly arrived students; only as the fourth most frequently mentioned challenge does the availability of funding appear (see Chart No. 9).

Summarising the data on the number of teachers and support staff in 11 Latvian educational institutions with the highest number of Ukrainian civilians (see Chart No. 10), a general increase in the number of teaching assistants can be observed. Since 2022, the number of teachers has not changed significantly, while the number of special education teachers has decreased. Of the 11 schools shown in the chart, 9 are in Riga. In these schools, the increase in the number of teacher assistants is not solely related to support for Ukrainian civilians but rather reflects a broader trend toward making such support more widely available in

Assesment of municipal resources



schools.³⁵

Although data shows that the number of teaching assistants (at least in the 11 schools with the largest number of Ukrainian children) is increasing, local authorities cite the lack of support staff as the most common challenge, leading to the conclusion that the support available still does not meet the needs of schools. The shortage of teachers is the main

³⁵ Interview No. 7 – Education Administration of the Education, Culture and Sports Department of the Riga City Council, 24.10.2025.

obstacle to local governments' ability to use additional funding for informal education activities for learning the Latvian language. Information provided by SEDA shows that, for 2024,³⁶ local governments have received funding for informal education activities amounting to 25% of the available budget, i.e., although funding is available, there is a lack of internal capacity and teachers to provide such training.

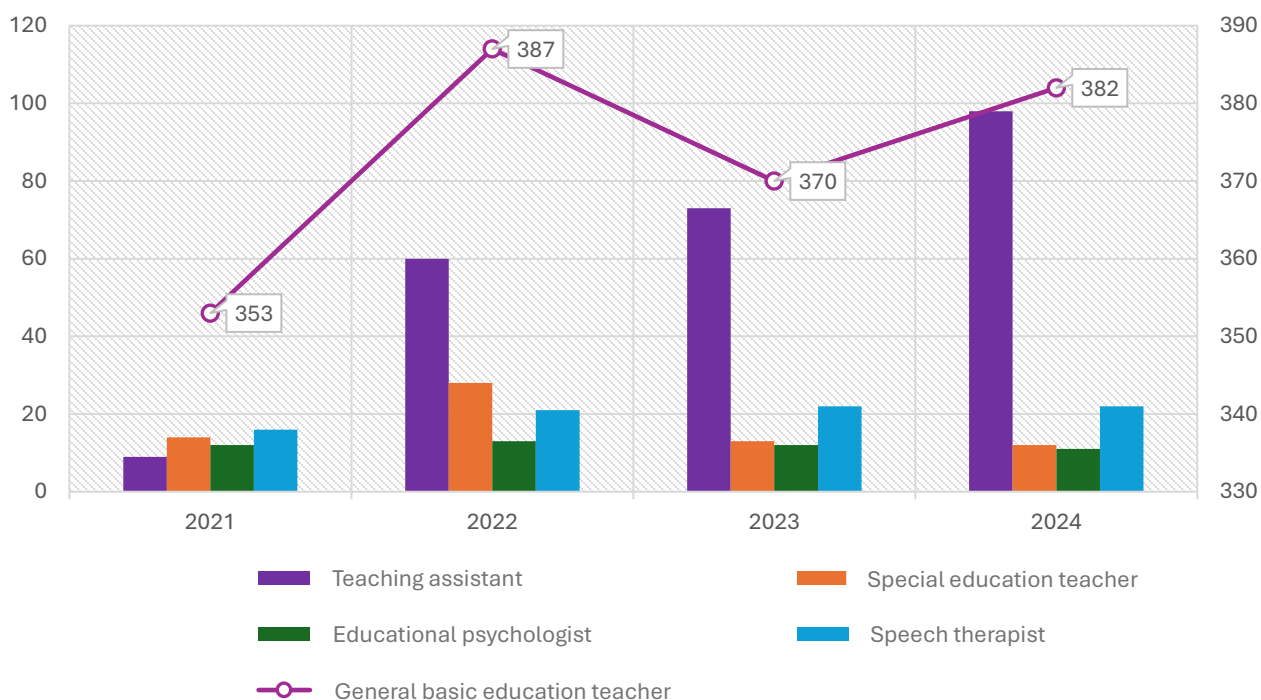


Chart No. 10. Number of teachers and support staff in 11 schools with the highest number of Ukrainian civilians. Source: SEIS data <https://data.gov.lv/dati/lv/dataset/pedagogu-skaitis-pa-amatiem-vispareja-un-profesionala-izglitiba>

Given the above, the current approach places most of the responsibility for the integration of Ukrainian children into the education system on schools, and local governments acknowledge that they lack support staff for schools and teachers who could teach Latvian or various other subjects. This creates a vicious circle: the integration of Ukrainian children is the responsibility of schools, but at the same time schools lack the human resources to provide it to the extent necessary. This vicious circle is also exacerbated by the general shortage of teachers in Latvian schools, especially in Riga and the Capital region in general. For example, at the beginning of the 2025/2026 school year, approximately 7,000 teachers employed in Riga's schools, yet the system faced about 2% of the total teaching workforce in Riga and the Capital region.³⁷ In the context of short-term and project-based financial

³⁶ Interview No. 2 – State Education Development Agency, 09.10.2025.

³⁷ LSM (2025). Teacher shortage causes concern in Riga and Pierīga. Available: <https://www.lsm.lv/raksts/zinas/latvija/28.08.2025-riga-un-pieriga-bazas-rada-pedagogu-trukums.a612121/>

support, it is not possible for schools to plan the resources needed in the medium and long term to implement support measures for integration.

CONCLUSIONS

Over the last three years, the number of Ukrainian students in the Latvian education system has been on the rise.

- **Schools play a central role in the integration of children.** The parties involved in educational integration perform monitoring and support functions, while schools are responsible for evaluating the application and implementation of support mechanisms and the provision of education.

Experience in capacity building in working with newcomers can be observed in several EU countries. For example, in Italy, starting in the 2025/2026 school year, the Ministry of Education will have the right to assign teachers who specialize in teaching Italian as a second language to classes where at least one-fifth of the students are migrants. These measures will apply to pupils who are entering the national education system for the first time or who have not yet reached level A2 in Italian. In addition, teacher training will be supplemented by increasing the number of places on the course "Italian as a foreign language".
- **Latvia's approach to the integration of Ukrainian children into the education system is highly fragmented,** with responsibility being assigned at the local government level and the implementation of measures and decisions on the necessary support and integration approach being left to school management.
- **School management is responsible for the integration of children in schools, but shortages of teachers and support staff create significant challenges in providing adequate integration support measures.** The consequences of this situation are clear – integration measures are short-term in nature. The integration system, or reinventing the wheel in each school, creates an additional burden on school staff.
- Although integration mechanisms have been established and are funded from the state budget, the data obtained indicate that **available resources are not always fully utilized.**
- **International experience shows that support for schools is essential when working with newly arrived children,** particularly in learning the state language through various formats, including capacity-building for school staff.

2. INTEGRATION INTO THE LATVIAN EDUCATION SYSTEM AND ACCESS TO EDUCATION

The Law on Assistance to Ukrainian Civilians grants the right to education for Ukrainian civilians.³⁸ With regard to the admission of Ukrainian civilians to educational institutions, the Law on Assistance to Ukrainian Civilians provides for the following procedure:³⁹

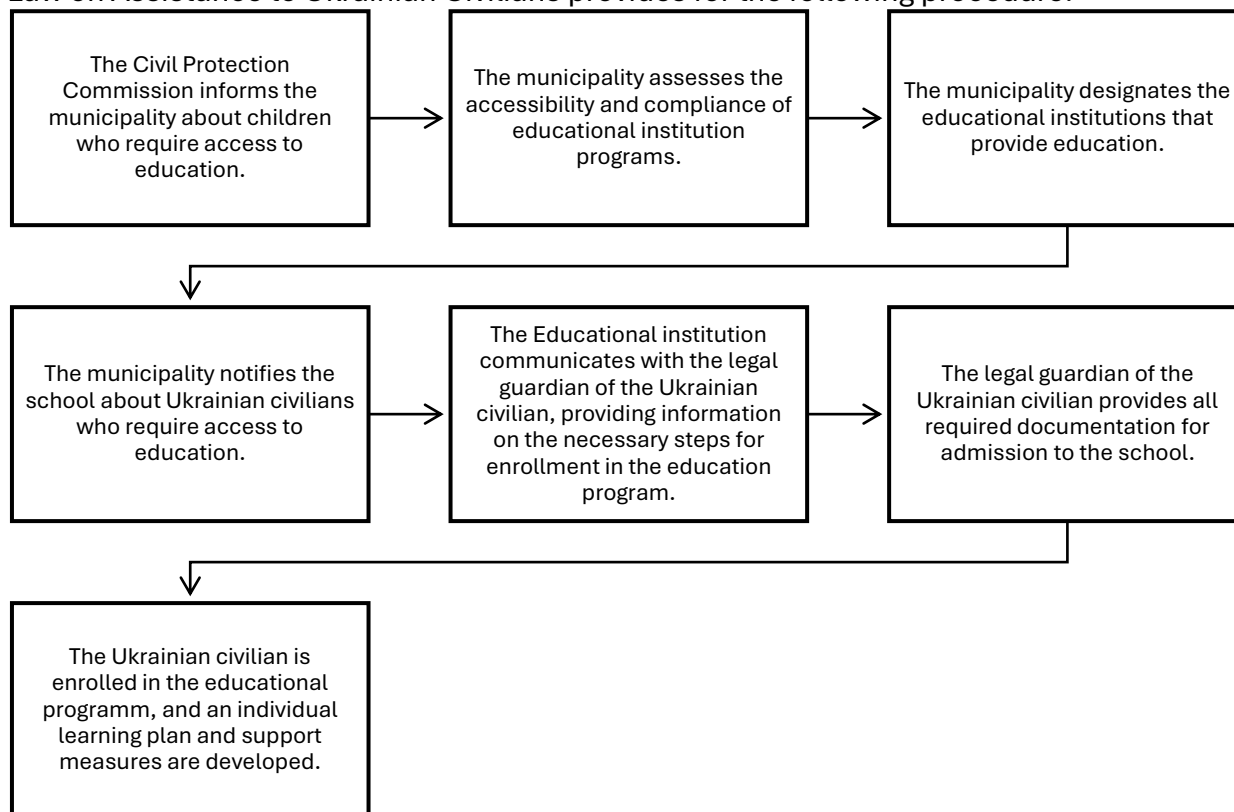


Chart No. 11. Procedure for admitting Ukrainian civilians into the education system. Source: PROVIDUS compilation.

The diagram in Chart No. 11 was developed based on the large number of Ukrainian children being enrolled in the Latvian education system. The data obtained indicate that the principles guiding parents in choosing an educational institution in Latvia (see *Chart No. 12*) are primarily related to the distance from their place of residence, while support programs, recommendations from acquaintances or those suggested by local authorities are less commonly cited. The responses show that municipal involvement in this area is relatively limited.

³⁸ Saeima (2022). Law on Assistance to Ukrainian Civilians. Available: <https://likumi.lv/ta/en/en/id/330546>

³⁹ Cabinet of Ministers (2016). Procedures by which Minor Asylum Seeker shall be Provided with Opportunities for Acquiring Education. Available: <https://likumi.lv/ta/en/en/id/283808>

The procedure depicted in Chart No.11, which involves the mediation of the Civil Protection Commission, was relevant at the beginning of Russia's full-scale invasion of Ukraine, when a large number of Ukrainian civilians were enrolled in Latvian schools in a relatively short period.

How did you choose the school?

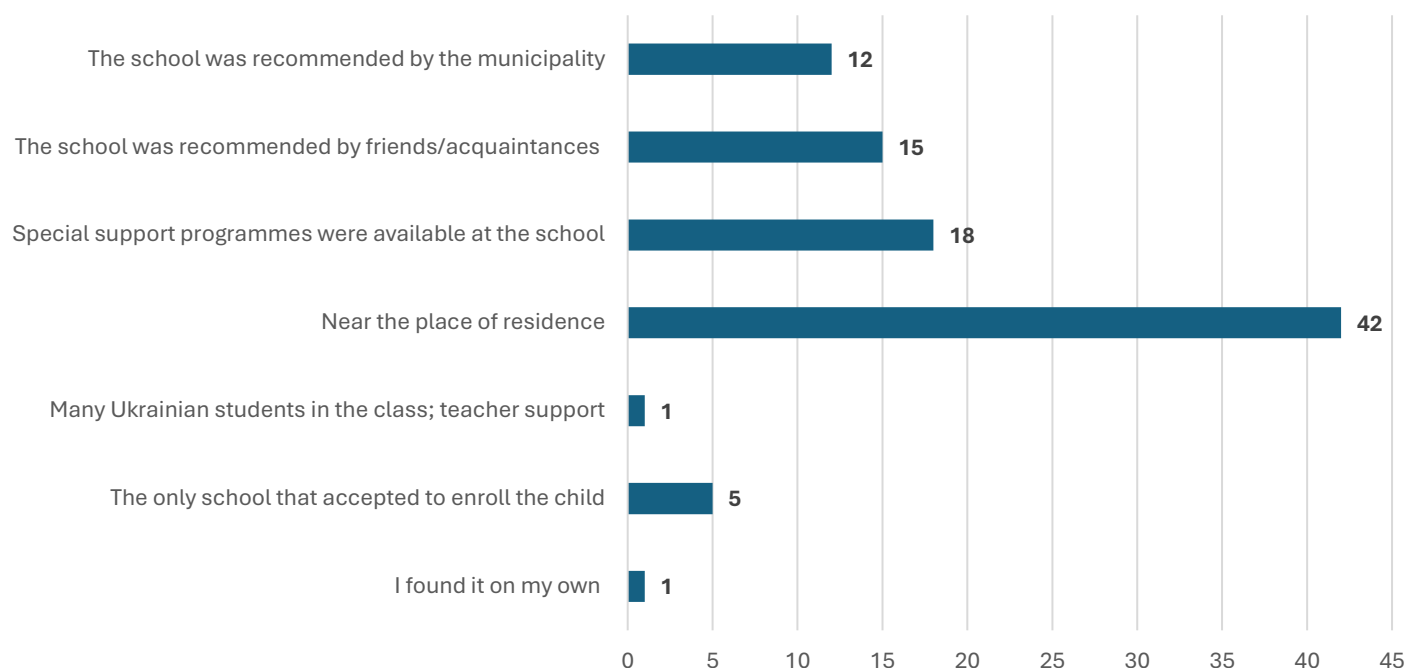


Chart No. 12. Principles used by parents of Ukrainian children when choosing a school. The survey provided multiple choice questions, and respondents could select more than one answer. Source: PROVIDUS survey of Ukrainian civilians. N=81

2.1. “Invisible children”

Currently, the Law on Assistance to Ukrainian Civilians grants the right to education but does not stipulate an obligation to attend compulsory education institutions in person at Latvian educational institutions.⁴⁰ There have been lengthy discussion on the political agenda regarding amendments to the Law on Assistance to Ukrainian Civilians (UCAL) that would impose an obligation on Ukrainian civilians of compulsory school age to attend educational institutions in Latvia.⁴¹ At the time of writing this study, the amendments to the UCAL have not been adopted in connection with amendments to the Education Law, which would provisionally include a reduction in distance learning opportunities. At the time of

⁴⁰ Saeima (2022). Law on Assistance to Ukrainian Civilians. Available: <https://likumi.lv/ta/en/en/id/330546>

⁴¹ Saeima (2024). Deputies hear the responsible institutions' plans for Ukrainian children to study in Latvian schools in person next year. Available: <https://www.saeima.lv/lv/aktualitates/saeimas-zinas/33904-deputati-uzklausa-atbildigo-instituciju-ieceri-ukrainas-berniem-nakamaja-gada-macities-latvijas-skolas-klatiene>

writing, Education Law provides various opportunities for obtaining an education, including part-time, distance learning, self-education, and education within the family.⁴²

Regulations that do not include an obligation to attend educational institutions in Latvia create a situation where some Ukrainian children are outside the education system, i.e., they become "invisible children" to the system. Data and methods for compiling information on the number of children outside the Latvian education system differ between institutions.

Data provided by the Ministry of the Interior on the number of children aged 0-17 shows **that 6,977 children are registered in the Register of Natural Persons (RNP)**,⁴³ which is 22% of the total number of Ukrainian civilians registered in Latvia. As discussed above, according to the SEIS, as of October 7, 2025, the number of children in preschool and grades 1-12 is **3,687**. Data from the Central Statistical Bureau show that the number of children in the 5-19 age group is 4,266. **Thus, state and local government institutions do not have accurate information about children who are not enrolled in Latvian schools (table No. 13).**

Data source	Ministry of the Interior (Mol)	Central Statistical Bureau (CSB)	State Education Information System (SEIS)
Age group	0-17	5-19	Preschool + grades 1-12
Children - total	6977	4266	3687

Chart No. 13. Number of children according to Mol, CSB, and SEIS data. Source: PROVIDUS compilation of data from Mol RNP, CSB, and SEIS.

In this context, the MoEDU points to the responsibility of local governments. *“To identify and reach those who are not in the Latvian education system (...), we contact the municipalities, where there are specific responsible persons. They receive the number of these residents in their administrative territory, and the municipalities also have an obligation to approach and locate them.”*⁴⁴

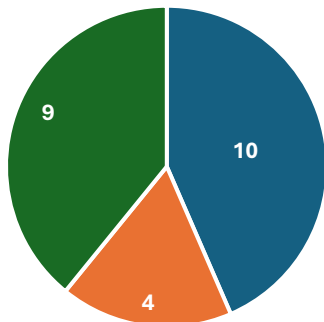
Data collected in the municipal survey shows that data on children outside the education system are fragmented, and that different municipalities may have different approaches to collecting data on each age group. Namely, data on children in secondary school is collected less frequently than data on younger children. Municipalities are relatively more

⁴² Saeima (2025). Amendments to the Education Law. Available: <https://titania.saeima.lv/LIVS14/saeimalivs14.nsf/0/C40366FF7F369415C2258C3D0041B8EA?OpenDocument>

⁴³ Information provided by the Ministry of the Interior from RNP. Available: [https://titania.saeima.lv/livs/saeimasnotikumi.nsf/0/d41a254028472cc5c2258d1e00364dc5/\\$FILE/Prezent%C4%81cija_Saeima_15102025_pptx.pptx](https://titania.saeima.lv/livs/saeimasnotikumi.nsf/0/d41a254028472cc5c2258d1e00364dc5/$FILE/Prezent%C4%81cija_Saeima_15102025_pptx.pptx)

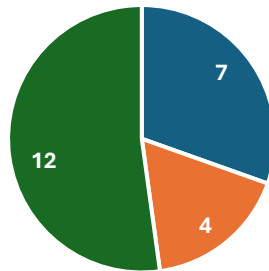
⁴⁴ Recording of the meeting of the Saeima's Commission of Citizenship, Migration and Social Cohesion on 15 October 15, 2025, 00:35:00. Available: [https://titania.saeima.lv/livs/saeimasnotikumi.nsf/0/d41a254028472cc5c2258d1e00364dc5/\\$FILE/2025_10_15_1200_P_MSSK.mp3](https://titania.saeima.lv/livs/saeimasnotikumi.nsf/0/d41a254028472cc5c2258d1e00364dc5/$FILE/2025_10_15_1200_P_MSSK.mp3)

Data collection on children outside the education system, preschool



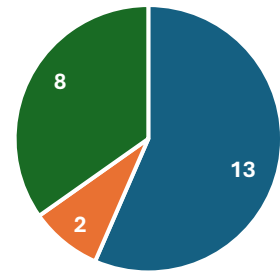
- Data are collected
- Data are collected regularly (every 3-6 months or more often)
- Data are collected once per school year

Data collection on children outside the education system, grades 1-9



- Data are collected
- Data are collected regularly (every 3-6 months or more often)
- Data are collected once per school year

Data collection on children outside the education system, grades 10-12



- Data are collected
- Data are collected regularly (every 3-6 months or more often)
- Data are collected once per school year

Chart No. 14. Data collection in municipalities on children residing in Latvia but outside the Latvian education system. Source: PROVIDUS survey in Latvian municipalities. Responses from 23 municipalities were compiled.

interested in children in grades 1-9, with 12 out of 23 municipalities indicating that they assess the situation once per school year.

These data show that the responsible institutions do not have information about what is happening to “invisible children” – whether they are residing in Latvia, whether they are receiving education and, if not, what the reasons are, as well as other information important for children’s well-being.

Within the framework of a survey of Ukrainian civilians conducted by PROVIDUS, cases were identified in which children are outside the Latvian education system and study exclusively online within the Ukrainian education system. Parents of these children indicated in the survey that their children lack communication and interaction with peers. Data obtained through interviews indicates that children who have studied online for a prolonged period face difficulty in writing and reading skills.⁴⁵

⁴⁵ Interview No. 5 – Ukrainian-Latvian Science, Education, Sports and Culture Center “Volia.lv”, 10.10.2025.

2.2. Approaches to Ensuring Educational Content

The inclusion of Ukrainian civilians in the Latvian education system takes place in accordance with the procedures established by the Asylum Law and other regulatory enactments. Regarding basic education programmes, Basic Education Programme No. 2 is defined – for a minor asylum seeker, refugee, or person with alternative status. Accordingly, schools develop an individual learning plan for the student to facilitate integration into the

Educational institution's program for obtaining basic education for a minor Ukrainian civilian

1

The school develops a procedure for implementing individual learning plans,

- determining how the individual education program will be implemented, adjusted, how feedback will be provided to the student, and how the student's legal guardians will be informed.
- **Enrolling a minor Ukrainian civilian in the general basic education program.**

2

The school determines the learning module

- The educational institution assesses the individual needs and abilities of a 1st-9th grade student and determines a learning plan according to **Module 1, 2, or 3.**

3

The student intensively learns Latvian +

- sports and other subjects (e.g. music, visual arts, home economics and technology, etc.)
- all subjects if the student has Latvian language proficiency (**Module 1**).

4

If Latvian language skills are proven, the student is transferred to Module 1

If the student, while intensively learning Latvian, demonstrates their performance to the school commission, a Module 1 learning plan may be assigned, determining the learning of all subjects in the respective grade.

While implementing Module 1 learning plan, the student may be promoted to the next grade

if the requirements specified in the regulatory framework are met (continues studies according to Basic Education Program, **Variant 1**).

Chart No.15. Educational institution's program for minor Ukrainian civilians. Source: MoES presentation. Available: [https://titania.saeima.lv/livs/saeimasnotikumi.nsf/0/7b12808d7545a683c2258ba9004a0d5c/\\$FILE/UA-civiliedzivotaji-Saeima-2.10.24.pptx](https://titania.saeima.lv/livs/saeimasnotikumi.nsf/0/7b12808d7545a683c2258ba9004a0d5c/$FILE/UA-civiliedzivotaji-Saeima-2.10.24.pptx)

general learning process (see Chart No.16).⁴⁶

Chart No. 15 shows that after the school has developed the procedure for implementing the individual learning plan and assessed individual needs and abilities, the learning plan is determined according to three learning modules. In the first module, a student with Latvian language proficiency studies all subjects and achieves the required outcomes. In the second module, a student with partial Latvian language skills continues learning Latvian oriented toward those subjects in which state examinations must be taken. In the third module, for students with very limited Latvian language skills, priority is given to dedicating one year primarily to Latvian language acquisition, while other subjects are studied only

⁴⁶ Cabinet of Ministers (2018). Regulations Regarding the State Basic Education Standard and Model Basic Education Programmes. Available: <https://likumi.lv/ta/en/en/id/303768>

partially, to the extent possible without language proficiency, for example sports, music, etc. (see *Chart No. 16*).

Representatives of the MoEDU and the SEQS indicate that schools rarely determine learning plans strictly according to the three modules.⁴⁷ Data also shows that schools more often use **combined support mechanisms**. The reasons for this approach are related to schools' internal capacity to temporarily attract additional staff to implement programmes with intensive Latvian language learning, as the available funding is allocated for only one year.⁴⁸ As a result, schools combine available financial and human resources to ensure basic support. In addition, schools are cautious in applying the third module due to parental attitudes, as this module essentially means that the child repeats a school year,⁴⁹ since core subjects are not fully covered and language acquisition within one year may not reach a sufficient level for rapid reintegration into the curriculum and full integration at school.⁵⁰

Basic Education Program - Variant 2: 3 Modules

MODULE 1: Latvian language proficiency

- Prioritized Latvian language learning in a group or individually
- A number of subject hours is allocated for learning through an individual educational program
- Learns all subjects and achieves the required learning outcomes

MODULE 2: Partial Latvian language proficiency

- A tailored timetable for intensive Latvian language learning in a group or individually
- The language learning plan is mainly adapted to those subjects for which national exams are required at the end of the education stage

MODULE 3: No Latvian language proficiency

- Priority is given to intensive Latvian language learning individually or in a group
- The measure lasts no longer than one school year
- Learning of other subjects may be implemented partially - as much as possible without the language

Chart No. 16. Basic education models. Source: MoEDU presentation. Available:

[https://titania.saeima.lv/livs/saeimasnotikumi.nsf/0/7b12808d7545a683c2258ba9004a0d5c/\\$FILE/UA-civiliedzivotaji-Saeima-2.10.24.pptx](https://titania.saeima.lv/livs/saeimasnotikumi.nsf/0/7b12808d7545a683c2258ba9004a0d5c/$FILE/UA-civiliedzivotaji-Saeima-2.10.24.pptx)

The approaches developed by schools' manifest in various forms by combining available resources. For example, several schools involve Ukrainian civilians with pedagogical education as support staff⁵¹ or cooperate with NGOs that provide support for Latvian language learning⁵² and attract funding through municipal and/or Society Integration

⁴⁷ Interview No. 3 – Ministry of Education and Science, 09.10.2025., Interview No. 4 – State Education Quality Service, 10.10.2025.

⁴⁸ Interview No. 6 – Jelgava Central Primary School, 20.10.2025.

⁴⁹ Focus group No. 3 0 Teachers and school administration representatives, 05.12.2025.

⁵⁰ Interview No. 6 – Jelgava Central Primary School, 20.10.2025.

⁵¹ Interview No. 6 – Jelgava Central Primary School, 20.10.2025., Focus group No. 3 - Teachers and school administration representatives, 05.06.2025.

⁵² Focus group No. 2 – Teachers and school administration representatives. 04.06.2025.

Foundation (SIF) administered project calls.⁵³ Various support mechanisms are also combined in the learning process, such as allowing students to translate assignments, creating peer-support systems in classrooms where classmates assist with translation, and adapting assessments and tasks.

Regarding **adaptation mechanisms developed by** schools, one participant from the focus group discussion with school representatives stated: *“We involved support peers from the class environment who helped with adaptation, orientation, and even translation for teachers.”*⁵⁴

Regarding **additional funding**, one focus group participant noted: *“In the first semester, we applied for a non-governmental project through the municipality. There was a call with a fixed funding amount, and project applications were submitted. As with all projects, we had to prepare an application, monthly time sheets, records of completed work, and reporting documents. Until December of this year, we were able to additionally finance Latvian language learning groups this way, but in the second semester we cover this from the school budget.”*⁵⁵

The three education models mentioned earlier in the study are included in Variant No. 2 of the national education standard, which provides a programme for asylum seekers, refugees, or persons with alternative status.⁵⁶ According to this standard, Ukrainian civilians are integrated into the Latvian education system. In most schools, the curriculum is not substantially modified - **differences mainly concern language acquisition and assessment adaptations**, as also indicated by Ukrainian civilians. Interviews with MoEDU and SEQS representatives confirm that the **regulatory framework allows for the adaptation of learning outcomes in accordance with individual learning plans**. However, there is no convincing data demonstrating the comprehensive long-term application of this system in schools.

This approach is shaped by a lack of resources and teachers’ workload. Regarding adaptation of learning outcomes, one focus group participant stated: *“Flexibility is given, but it is very conditional – it is not used everywhere. Flexibility is only applied when there are people in the school who know how to do it. If there is no experience with children without language skills, then freedom does not help.”*⁵⁷

The methodological guidelines for organising support teams in educational institutions developed by the State Education Development Agency in 2023 define tasks related to the development, implementation, and evaluation of individual learning plans, organisation of

⁵³ Focus group no. 1 – Teachers and school administration representatives. 27.05.2025.

⁵⁴ Focus group no. 1 – Teachers and school administration representatives. 27.05.2025.

⁵⁵ Ibid.

⁵⁶ Cabinet of Ministers (2018). Regulations Regarding the State Basic Education Standard and Moel Basic Education Programmes. Available: <https://likumi.lv/ta/en/en/id/303768>

⁵⁷ Focus group No. 3 - Teachers and school administration representatives, 05.06.2025.

necessary assistance, cooperation with state and municipal institutions, and information gathering.⁵⁸ These recommendations, which also relate to the implementation of individual learning plans, include a relatively broad range of responsibilities for schools that face shortages of human resources, especially in implementing individually tailored adaptation solutions.

Regarding the implementation of individual education plans, school practices vary depending on the support mechanisms applied. Interviews with school representatives revealed that individual learning plans are implemented in accordance with legal requirements for one academic year, during which funding is allocated. After one year, situations differ: in some schools, support continues based on individually achievable outcomes and monitoring, while in others support is limited to consultation-based mechanisms. Municipal practices also vary – in some cases, monitoring is linked to securing necessary funding, while other municipalities show interest in implementing additional support mechanisms.⁵⁹ In the municipal survey, the majority (19 out of 23) indicated that individual learning plans are implemented. However, the application of individual learning plans is not compiled in the State Education Information System (SEIS) and is not visible to SEQS.⁶⁰ Although schools follow legally defined individual learning plans particularly at the initial admission stage, there are no indications of unified algorithms for collecting data on integration outcomes that would allow long-term assessment of educational integration.

A more detailed view of the integration process of Ukrainian children emerges from focus group discussions with school representatives. When asked about learning models, teachers indicated that children are in very different situations. The application of various adaptation mechanisms depends not only on classroom circumstances but also on the long-term lack of resources necessary for providing support. Both Latvian language learning support and other forms of additional instruction largely depend on available support, which teachers describe as very limited.

“There is a lack of additional Latvian language classes at school. At the moment, there are only two lessons per week for one year. Perhaps it could be approached more deeply on an individual basis. One child might need this for three years, another for two, and one might need only half a year. Possibly this could be extended.”⁶¹

“We see that they have not mastered [Latvian] after the previous year, but we have no possibility to continue working with them – to pay the teacher. Of course, the teacher continues working through consultations, essentially unpaid.”

⁵⁸ State Education Content Centre (2023). Organization of the work of the support team in an educational institution. Methodological recommendations. Available: <https://www.visc.gov.lv/lv/jaunums/papildinati-metodiskie-ieteikumi-atbalsta-komandas-darba-organizacija-izglitiba-iestade>

⁵⁹ Interview No. 8 – Riga Ukrainian Secondary School, 27.10.2025., Interview No. 9 – Daugavpils Central Secondary School, 27.10.2025., Interview No. 10. Riga Dārziems Secondary School, 27.10.2025.

⁶⁰ Information provided by SEQS

⁶¹ Focus group No. 3 - Teachers and school administration representatives, 05.06.2025.

“Yes, there was an idea, as I understand, also discussed at the ministry level, that there would be one adaptation year focused only on intensive language learning. But we realised that our teaching resources are also limited, because language has to be taught differently to first graders, second graders (...) and then there is the next stage and the youth stage.”⁶²

“If we are moving toward a situation where they must take exams after grade nine and demonstrate their skills and knowledge in Latvian, then we must integrate them as quickly as possible and create conditions in which they use mathematical terminology in Latvian rather than Russian.”⁶³

CONCLUSIONS

- **The state has no clear understanding of the number of children who are outside the Latvian education system.** Data on the number of children in the Ministry of the Interior, the Central Statistical Bureau, and SEIS differ between institutions. Although representatives of national-level public administration institutions indicate that municipalities have an obligation to identify and contact children not enrolled in the Latvian education system, data collection regarding these children is fragmented.
- **The nationally defined education integration model is largely not used in practice.** Individual learning plans and the resulting model system are implemented fragmentarily in schools, as schools do not always have the capacity to implement them in practice, particularly regarding intensive Latvian language acquisition. The reasons for this are related to shortages of human resources in schools and short-term funding solutions that do not ensure the sustainable implementation of adaptation systems or allow schools to plan resource allocation in the medium and long term. Instead, schools develop combined adaptation mechanisms based on internal capacity, additional funding, and cooperation with NGOs.

⁶² Focus group no. 1 – Teachers and school administration representatives. 27.05.2025.

⁶³ Focus group no. 1 – Teachers and school administration representatives. 27.05.2025.

- **International experience shows that individual support in subject learning plays a central role.** To ensure full integration into the education system, schools require long-term support in providing individual approaches and language learning assistance.

Children from Ukraine with temporary protection status living in Germany have the right to education and the obligation to attend school, like all other school-age children. Practical regulations (e.g., when schooling must begin after arrival and how registration is organised) fall under the competence of the federal states, and registration is coordinated by local education authorities or school offices. At primary and lower secondary levels, newly arrived children, including those from Ukraine, are either integrated into existing classes with individual support for German language learning and subject comprehension, or they initially attend “introductory/reception classes” with intensive German language and cultural education prior to full integration.

3. SUPPORT MECHANISMS PROVIDED BY MUNICIPALITIES

According to the Education Law, municipal education administrations have broad responsibilities at the local level – they develop education ecosystem strategies, support the quality of educational institutions, implement measures to improve education quality, and monitor institutional performance. In addition, they coordinate cooperation between educational institutions within the municipality, collaborate with state and municipal institutions, NGOs, and social partners. Education administrations ensure financial management and oversight of institutions and create support systems for learners and their families, promoting an inclusive and high-quality educational environment.⁶⁴

Data from the municipal survey indicate that most municipalities have assessed how successfully Ukrainian children have integrated into the Latvian education system since the beginning of the war (15 out of 23 indicated they had conducted such assessments). However, closer examination shows a **lack of consistent monitoring of educational integration processes** – in most cases (13 of the 15), assessments were not data-based but rather based on discussions among involved experts. Although municipalities in most cases compile information on support measures implemented in schools (see Chart No. 17), they have only a limited understanding of how these measures are applied in practice. Given that schools are the only actors directly implementing educational integration, there is a lack of oversight of the process.

Does the municipality compile data on the types of support measures implemented by each educational institution in the municipality?

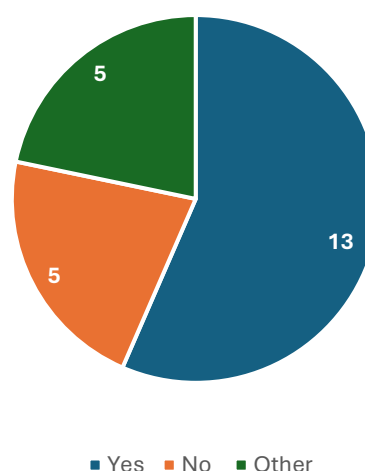


Chart No. 17. Data obtained in municipalities on support measures in schools. Source: PROVIDUS survey in Latvian municipalities. Responses from 23 municipalities were compiled.

In relation to monitoring implementation, the data available in Chart No. 18 provides a broader overview. The least information is collected on the number of children who are involved in or have completed education under the models applied to Ukrainian civilians. In

⁶⁴ Saeima (1999). *Education Law*. Available: <https://likumi.lv/ta/en/en/id/50759>

most municipalities, data is also not collected on literacy levels, the number of children continuing their studies in higher education, or children's academic achievement levels.

Since the schools mainly assume the responsibility for integration, there is a lack of monitoring mechanisms that would allow the evaluation of Ukrainian integration into the Latvian education system. For successful long-term evaluation of the integration process, **a clear and unified data collection algorithm at the local level is needed**. This would enable not only the assessment of children's inclusion, but also the use and effectiveness of support mechanisms, and the adoption of successful integration methods by other educational institutions. The absence of a permanent monitoring system also creates other risks, such as the inability to identify cases where support mechanisms are not sufficiently expanded or adapted for this student group due to the school's leadership approach. For example, school leadership may believe that providing broader support to Ukrainian children places other children at a disadvantage and assume that existing support in the school is already sufficient, even though this is not reflected in the child's academic

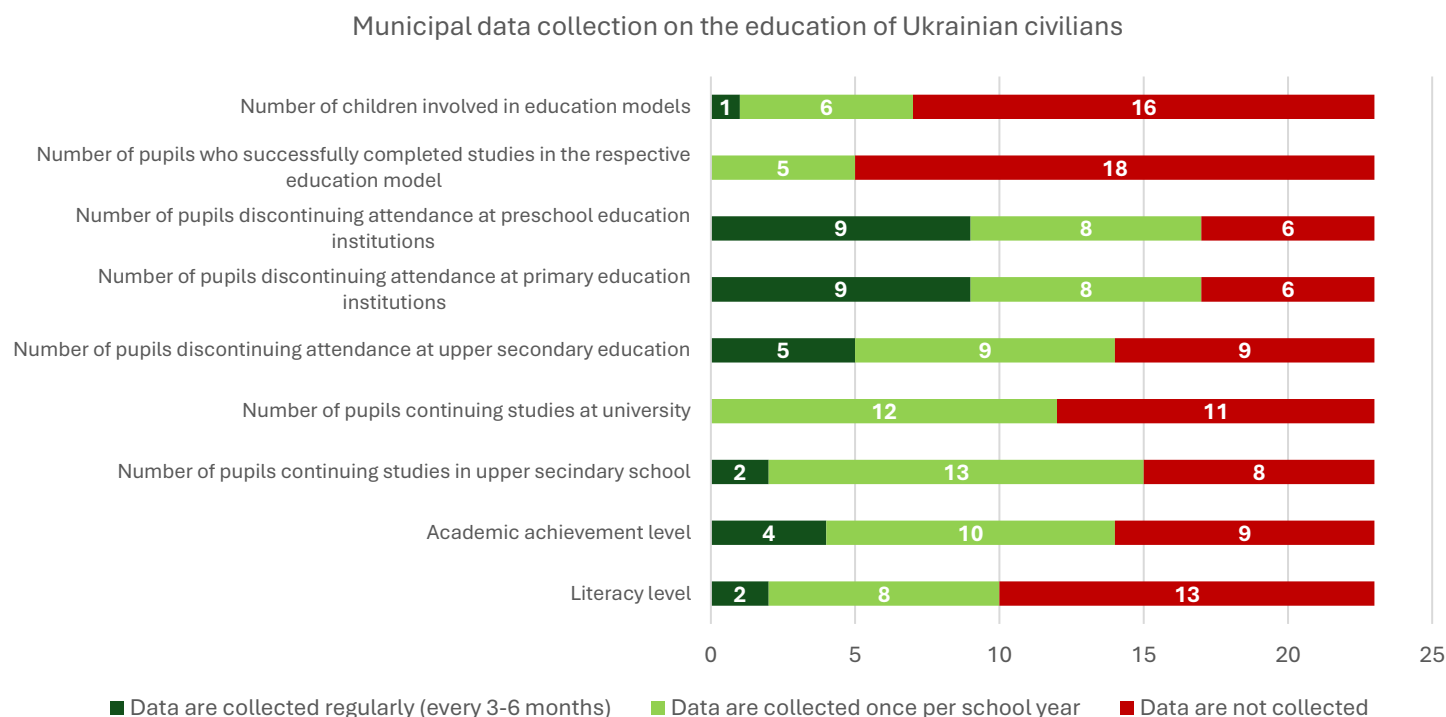


Chart No. 18. Data obtained in municipalities on the education of Ukrainian civilians. Source: PROVIDUS survey in Latvian municipalities. Responses from 23 municipalities were compiled.

performance or other integration outcomes.

Survey data from municipalities indicate that support for Latvian language learning is available in all surveyed municipalities, while in most, camps/free-time activities, individual learning plans, psychological support, etc., are available.

Most frequently indicated support	Needs of Ukrainian children	Support provided by municipalities
	<p><i>Respondents provide their own answers, without predefined options. The number of responses is indicated.</i></p> <p><i>Only respondents whose children study in the Latvian education system answered, the number of responses is indicated (N=81)</i></p>	<p>Respondents were given predefined answer options, with the additional possibility to provide an open response. Multiple answers were allowed. (Municipal survey; number of municipalities providing this service: N=23)</p>
Individual learning plan	Not mentioned in responses	19 (83%)
Additional Latvian language classes	30 (37%)	23 (100%)
Camps / leisure activities	7 (integration support measures) (9%)	20 (87%)
Psychological support	8 (10%)	19 (83%)
Extended-day group	Not mentioned in responses	18 (78%)
Additional classes for learning subject content	21 (25%)	16 (70%)
Mentor / cultural mediator	Not mentioned in responses	2 (9%)
Translation solutions	8 (10%)	Not offered as a response option / not mentioned in responses
More supportive attitude from teaching staff	6 (7%)	Not offered as a response option / not mentioned in responses

Most frequently indicated support	Needs of Ukrainian children <i>Respondents provide their own answers, without predefined options. The number of responses is indicated.</i> <i>Only respondents whose children study in the Latvian education system answered, the number of responses is indicated (N=81)</i>	Support provided by municipalities Respondents were given predefined answer options, with the additional possibility to provide an open response. Multiple answers were allowed. (Municipal survey; number of municipalities providing this service: N=23)
Bullying prevention	2 (2%)	Not offered as a response option / not mentioned in responses

Chart No. 19. Support mechanisms available in municipalities and the needs identified by Ukrainian civilians.
 Source: PROVIDUS survey in Latvian municipalities. Responses from 23 municipalities were compiled.

Chart No. 19 summarizes the responses on the support provided by municipalities and the needs for support indicated by parents of Ukrainian children. The response options in the two surveys were not identical and therefore cannot be directly compared, but the chart shows the extent to which the needs of both sides overlap. The chart indicates that municipalities are aware the main support is needed for learning the Latvian language. Overall, municipalities provide support that parents have identified as their primary need, which should continue, as these needs have not diminished.

In focus groups with Ukrainian civilians and school representatives, the data indicates three main challenges in learning the Latvian language.

- 1) Support for learning Latvian is insufficient for successful participation in the learning process.

Quotes from focus groups with Ukrainian civilians:

“We perhaps had extra Latvian lessons only once a week, but that is too little.”

“Yes, there were sessions once a week. However, I did not see major changes; the child still translates using a phone. For example, when I ask him, simple words like ‘read’ or ‘to read aloud’, he still hasn’t fully learned them”.⁶⁵

“Learning in Latvian was at a zero level. There was practically no support. Yes, there were consultations, but they were conducted ineffectively.”⁶⁶

- 2) In some cases, challenges related to the lack of a Latvian-language environment have been identified.

Quote from focus groups with Ukrainian civilians:

“Only one girl in our class speaks Latvian; the rest are Russian-speaking. And they also do not have Latvian language skills. Of course, the Russian-speaking girls have slightly more knowledge than my child because they live in a Latvian-speaking environment. But there is no program adapted for Russian-speaking children to transition to Latvian education.”⁶⁷

Quote from a focus group with teachers and school administration representatives:

“Theoretically, everything is fine and the lessons are running, but as soon as they turn around, all the children speak Russian with each other again. In Latgale, we have the problem that we don’t have the environment. Children learn Latvian, well, you could say very theoretically. The biggest issue is that when they turn around, all the children speak Russian.”⁶⁸

- 3) Challenges with terminology and subject content in Latvian, especially in higher grades.

Quote from focus groups with Ukrainian civilians:

“For example, children are given tests that contribute to their annual grade. If a child does not know the meaning of certain words in Latvian, they answer incorrectly. The year ends up being a bad one. Even though in class they know everything and do their homework well. But since they simply cannot translate and cannot answer, their grade is bad.”⁶⁹

Quote from a focus group with teachers and school administration representatives:

⁶⁵ Focus group No. 4 – Ukrainian civilians, 04.07.2025.

⁶⁶ Focus group No. 6 – Ukrainian civilians., 18.07.2025.

⁶⁷ Focus group No. 4 – Ukrainian civilians, 04.07.2025.

⁶⁸ Focus group No. 1 - Teachers and school administration representatives. 27.05.2025.

⁶⁹ Focus group No. 4 – Ukrainian civilians, 04.07.2025.

“We worry whether our children will reach the 10% threshold at the end of the ninth grade. And for Ukrainian children, we offer the same state-level exam.”⁷⁰

Communication and interpersonal problems

It is notable that among the responses in the survey of parents of Ukrainian children (see *Chart No. 15*), 7% of parents mentioned that they would need more supportive attitudes from teachers. This indicates that Ukrainian civilians sometimes experience unfavorable attitudes from educators. Identifying such cases would require a systematic integration process for children receiving international protection in Latvian schools, which should be ensured by municipalities and the ministry responsible.

For example, parents mentioned in a focus group:

“The teacher asked my child: ‘Why don’t you go back to Ukraine? Why are you sitting here?’”⁷¹

“During the year, for example (there were many such cases), the child drew a greeting card with the Latvian and Ukrainian flags. The teacher could not tolerate it anymore. Towards the end of the year, she came to him and said: ‘Your Ukraine is sitting here somewhere already.’”⁷²

Challenges related to communication problems can have long-term consequences for a child’s well-being. One focus group participant noted: *“A situation arose involving bullying by the class teacher. For several months she picked on the child: how he sat, how he held his head. She approached and pushed him. Psychosomatic symptoms developed: fever, headaches, and the child refused to go to school.”⁷³*

3.1. Integration challenges – perspectives of parents and municipalities

The previous chapters clearly highlight challenges related to coordination mechanisms, resource shortages, and difficulties at the policy implementation stage. In addition, the fragmented approach to data collection creates a situation in which there is no clear understanding of how integration processes are unfolding in schools. Therefore, it is important to examine issues related to challenges faced by children, parents’ perspectives, and municipalities’ views on the main challenges in educational integration, as well as the mechanisms developed by the Ukrainian community to ensure access to education.

⁷⁰ Focus group No. 1 – Teachers and school administration representatives. 27.05.2025.

⁷¹ Focus group No. 4 – Ukrainian civilians, 04.07.2025.

⁷² Ibid.

⁷³ Focus group No. 6 – Ukrainian civilians, 18.07.2025.

From the perspective of municipalities:

What do you consider to be the biggest challenges faced by Ukrainian civilian children when integrating into the Latvian education system?

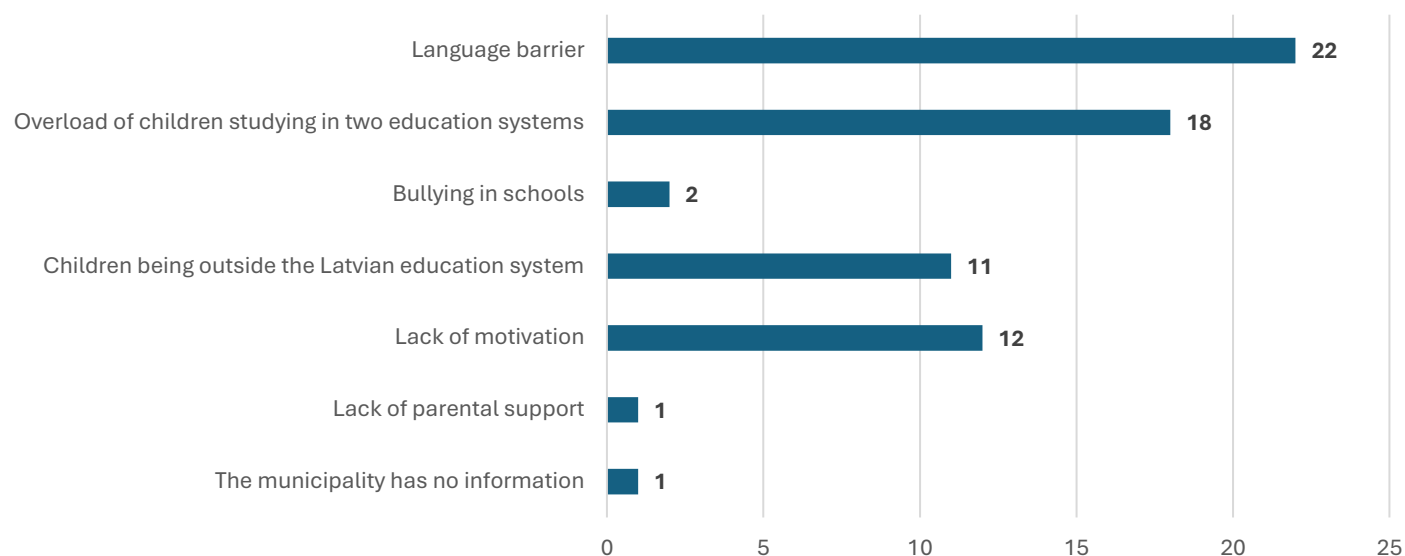


Chart No. 20. Municipalities' responses to the question "In your view, what are the biggest challenges faced by children of Ukrainian civilians when integrating into the Latvian education system?" Response options were provided, and respondents could select multiple. The number of responses for each option is indicated. Source: PROVIDUS survey of Latvian municipalities, summarizing responses from 23 municipalities.

- 1. Language barrier** - Municipalities identify language barrier as the main challenge. This is also confirmed by information from focus groups with teachers and school administration representatives, where teachers in most cases note that basic adaptation measures are devoted to reducing the language barrier, for example, by providing additional support for language learning, implementing informal integration activities, and adapting tasks given to children.
- 2. Children's overload from studying in two education systems simultaneously (in Latvia and Ukraine)** - School representatives in focus group discussions also note that some children study in two education systems in parallel, creating risks of overload.
- 3. Lack of motivation** - School representatives in focus group discussions indicate that language learning and the general inclusion of children in the Latvian education system depend on the family's long-term plans and overall stance regarding the child's involvement in the Latvian education system, which affects the integration outcomes of Ukrainian children in various integration areas, such as Latvian language acquisition.

From the perspective of Ukrainian civilians:

What are the challenges does your child face in the learning process?

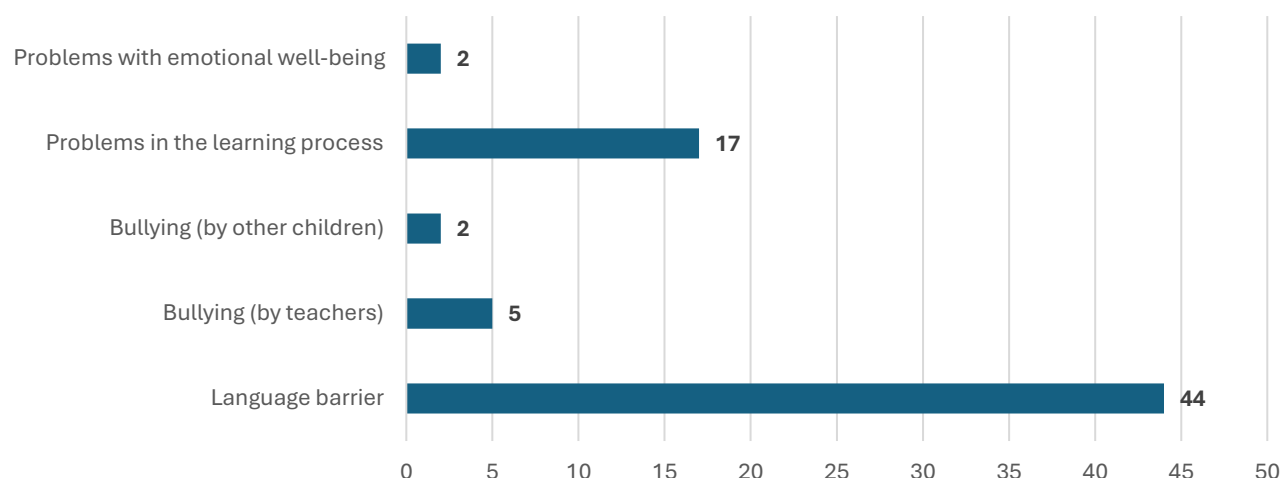


Chart No. 21. Responses from Ukrainian civilians to the question "What problems does the child face in the learning process?" Responses from those respondents whose children study in the Latvian education system and who previously indicated in the survey that the child faces problems in the learning process; 56 respondents' responses are summarized. No response options were provided. Source: PROVIDUS survey of Ukrainian civilians.

- 1. Language barrier** – data obtained from both the survey of Ukrainian civilians and focus groups indicate that children face challenges related to insufficient knowledge of the Latvian language for full participation in the learning process.
- 2. Problems in the learning process** – mainly related to insufficient explanation of the learning content and tasks in situations where the child faces a language barrier and difficulties in translating tasks. Parents point to a lack of assistants and cases where, due to a lack of support, children switch to studying only in the Ukrainian online education system. The results of the focus groups confirm this, with parents also pointing to an indifferent attitude on the part of teaching staff.

Quotes from focus groups with parents of Ukrainian children:

*"Teachers do not want to spend time on Ukrainian children at all. As a result, the children are more often seated at the back so that they do not participate."*⁷⁴

⁷⁴ Focus group No. 5 – Ukrainian civilians., 11.07.2025.

“My daughter reads but does not understand the content. And no one can help her- there are many children in the class, and the class teacher says she cannot give individual attention to everyone.”⁷⁵

- 3. Bullying.** The results of a survey of Ukrainian civilians indicate bullying by both teachers and peers. Negative attitudes on the part of teachers are related to various aspects, such as general intolerance towards children from Ukraine or reproaches related to insufficient knowledge of the Latvian language.

Quotes from focus groups with parents of Ukrainian children:

“The teacher asked my child, ‘Why don’t you go back to Ukraine? Why are you sitting here?’”⁷⁶

“When my child arrived at school, she did not know Latvian at all. There were some teachers who asked, ‘You’ve been here for three years already? And you still don’t know Latvian?’”⁷⁷

“During the year, for example (there were many such cases), the child drew a greeting card with the Latvian and Ukrainian flags. The teacher could no longer tolerate it- toward the end of the year she came up to him and said, ‘I’m already fed up with your Ukraine.’”⁷⁸

Within the study, cases of peer bullying in schools were also identified.

Quotes from focus groups with parents of Ukrainian children:

“There were beatings; he [the child] has four scars- three against one, conflicts with parents (...) But we don’t even pay attention to bullying anymore- there were even notes saying, ‘I will kill you.’”⁷⁹

“Of course, my child is angry at Russia- he doesn’t shout that he is a Ukrainian child, but in one case there was a conversation with a girl who started talking about Ukraine, saying ‘you are this and that.’ Of course, it hurt him and a conflict arose. He said that Russia offends him. Russia destroyed his home.”⁸⁰

⁷⁵ Focus group No. 6 – Ukrainian civilians., 18.07.2025.

⁷⁶ Focus group No. 4. – Ukrainian civilians., 04.07.2025.

⁷⁷ Ibid.

⁷⁸ Focus group No. 6. – Ukrainian civilians., 18.07.2025.

⁷⁹ Focus group No. 5 – Ukrainian civilians., 11.07.2025.

⁸⁰ Focus group No. 4 – Ukrainian civilians., 04.07.2025.

3.2. Alternative solutions for the education of Ukrainian children

In a short period of time, several non-governmental organizations/educational centers founded and run by Ukrainian civilians have been established in Latvia, providing education-related services, mainly in the Ukrainian language. For example, the associations Volia.lv⁸¹ and "Ukrainu- latviešu pērlītes" provide various support measures for Ukrainian children in Latvia,⁸² essentially functioning as schools that offer the Ukrainian education program. For example, Volia.lv acts as the representative office of the Ukrainian State Lyceum "International Ukrainian School" in Latvia, and its website indicates the procedure for admitting external students to this lyceum. At the same time, these institutions also teach the Latvian language and provide support, for example, for taking state exams in the Latvian education system.⁸³

Data obtained from a survey of Ukrainian civilians shows that in most cases these centers have been able to involve Ukrainian children who, after arriving in Latvia, studied online in the Ukrainian education system. Approximately a quarter of parents surveyed by PROVIDUS indicate that their children transferred to such centers from Latvian educational institutions, where they had been studying for some time.

Data obtained from focus groups, surveys, and interviews suggest that such a transition is more often associated with negative experiences in the Latvian education system, language barriers, and parents' concerns that their children will not receive a quality education due to the challenges mentioned before. The data shows that funding is attracted in various ways, including by applying for project funding for informal integration and cultural orientation

Where did your child begin schooling after arriving in Latvia?

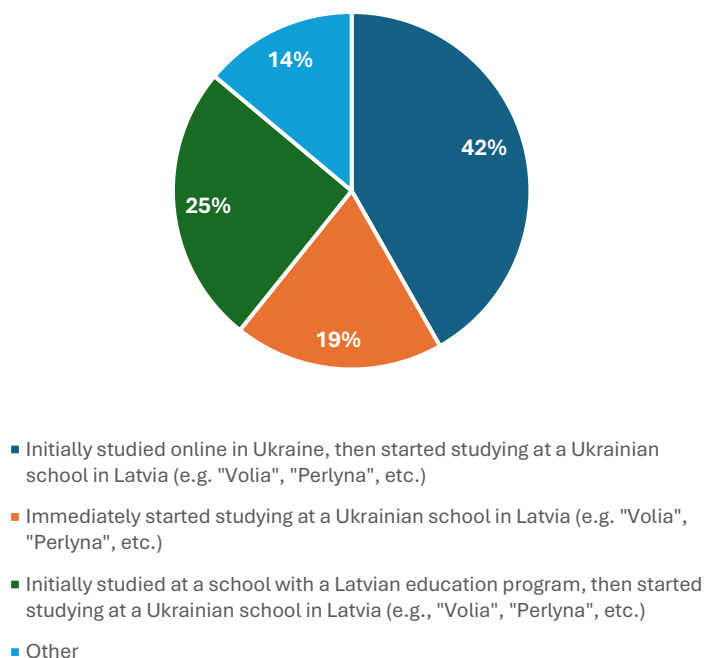


Chart No. 22. Responses to the question "Where did your child started schooling after arriving in Latvia?" Source: PROVIDUS survey of Ukrainian civilians. A total of 79 responses were collected from respondents whose children receive education services in Latvia-based organizations.

⁸¹ Association "Ukraine-Latvia Science and Education, Sports and Culture Centre Volia.lv". Available: <https://www.educationalcentre.lv/>

⁸² Association "Ukraine-Latvia Science and Education, Sports and Culture Centre Volia.lv". Available: <https://www.educationalcentre.lv/dpa-zno-nmt/>

⁸³ Interview No. 5 with a representative of "Ukraine-Latvia Science and Education, Sports and Culture Centre Volia.lv", 10.10.2025.

activities for learning the Latvian language⁸⁴ and by applying tuition fees.⁸⁵ At the time of the study, the data obtained shows that at least 320 Ukrainian civilians are involved in the activities carried out by these organizations.

This leads to the conclusion that the establishment of such educational centers is, to a certain extent, a response to the challenges of integration in Latvian schools, but this is not the only motivation for parents. For some parents, it is a desire to maintain access to the Ukrainian education system in the hope of a speedy return to their homeland.

The results of a poll conducted by PROVIDUS among Ukrainian parents show that only a small proportion of parents believe that their children must study the Latvian education program. Among parents whose children are already attending Latvian schools, 37% of those surveyed support this, while only 5% of parents whose children attend the before mentioned Ukrainian education centers in Latvia support it, while the majority – 61% of parents – disagree. A relatively significant proportion of parents' responses indicate that

Do you agree with the proposal that Ukrainian civilian children must necessarily study according to the Latvian education program? (The child studies at a school with a Latvian education program)

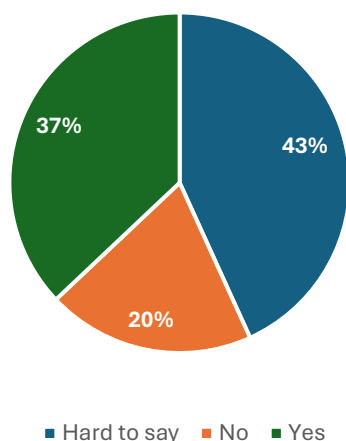


Chart No. 23. Parents of Ukrainian children's views on mandatory education in the Latvian education system. Source: PROVIDUS survey of Ukrainian civilians. A total of 81 responses were collected from respondents whose children study in the Latvian education system.

Do you agree with the proposal that Ukrainian civilian children must necessarily study according to the Latvian education program? (The child receives education services provided by Latvia-based Ukrainian NGOs)

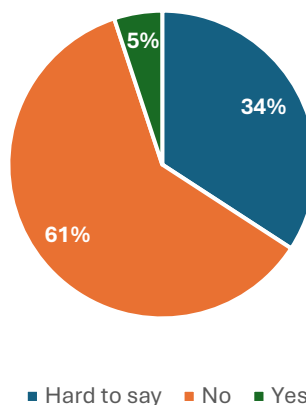


Chart No. 24. Parents of Ukrainian children's views on mandatory education in the Latvian education system. Source: PROVIDUS survey on Ukrainian civilians. A total of 79 responses were collected from respondents whose children receive educational services in Latvia-based organizations.

⁸⁴ Biedriba "Ukrainu-latviešu pērlītes". Projekti. Available: <https://www.perlyna.org/lv/about-3;https://www.perlyna.org/lv/perlitesrunalatviski;https://www.perlyna.org/lv/%D0%BA%D0%BE%D0%BF%D1%96%D1%8F-%D0%B7%D0%B0%D1%85%D0%BE%D0%B4%D0%B8-2025>

⁸⁵ Interview No. 5 - Ukrainian-Latvian Science, Education, Sports and Culture Center "Volia.lv", 10.10.2025.

they find it difficult to assess this, which is likely related to their own uncertainty about how long they will stay in Latvia.

When questioned about the reasons behind this position on the part of the children's parents, similar causes emerged in both cases, such as uncertainty about the quality of education due to language barriers, bad experiences in Latvian schools, i.e. bullying, the child's inability to learn the subject matter due to a lack of adaptation, as well as excessive stress levels and psychological disorders.

However, looking more broadly at the attitudes of parents whose children are currently outside the Latvian education system (including children who study at Ukrainian NGOs, study only online, or do not study at all), specific reasons emerge that shape their attitude towards compulsory education in Latvian schools: 1) the family plans to return to Ukraine; 2) the belief that parents should have a choice regarding the type of education their child receives; 3) insufficient knowledge of Latvian for the child to be able to learn the curriculum effectively; 4) difficulties in studying two educational programs at the same time; 5) preference for the child to study in their native language.

This attitude among some parents – relatively low motivation to integrate their children into the Latvian system – can also be a significant obstacle to the child's integration into Latvian schools, even when support measures are provided. In some cases, school representatives also point this out in interviews and focus groups, saying that not all children are motivated to take advantage of opportunities such as additional Latvian language classes or other integration measures.

CONCLUSIONS

- **Municipalities do not have a clear understanding of the integration process in educational institutions.** Considering that schools play a key role in establishing integration systems and evaluating and implementing support measures, there is a lack of clear and standardised data collection algorithms for evaluating educational integration processes. This limits the ability to evaluate the long-term impact of support measures and prevents local authorities from responding to the needs of both schools and children.
- **Support for learning Latvian is insufficient to ensure successful integration into the education process.** Local authorities, schools, and Ukrainian civilians indicate that the language barrier is the central challenge in the field of educational integration. Although support for language learning is provided, it is not sufficient for Ukrainian children to successfully participate in the education process.
- **Ukrainian NGOs providing education-related services are a response to the shortcomings of Latvia's education integration system.** The data obtained shows that in most cases, children who have previously studied remotely in the Ukrainian education system receive education in these NGOs. In addition, some children in

these organizations receive educational services after unsuccessful experiences in the Latvian education system, for example, due to language barriers.

- **For some Ukrainian civilians, the main barrier is not limited support measures, but rather a lack of motivation for their children to successfully integrate into the Latvian education system.**

Opinions among Ukrainian civilians show that some families plan to return to Ukraine in the long term and do not see their future in Latvia. Uncertainty about the future, in addition to other reasons, directly affects the outcomes of children's integration, especially in the field of education.

Finland, Estonia, Germany, and Italy place particular emphasis on state-level support for language acquisition through preparatory classes, specially designed curricula, and targeted support measures for students from vulnerable or socially disadvantaged backgrounds. Latvia, by contrast, highlights that successful language acquisition requires clearly defined funding, its effective use, and well-structured programs that are not dependent on municipal or school-level individual initiatives, as well as a clear support system for teachers within the language learning context. Estonia additionally emphasizes the availability of support for both students and teachers, including intensive language learning for educators.

CONCLUSIONS

The reception and integration of Ukrainian civilians into the Latvian education system is taking place in circumstances where state and local government institutions are still developing a long-term approach to the inclusion of newcomers. The results of the study show that educational integration is possible and partially functional, but it is characterized by fragmented and uneven implementation, which directly depends on school initiatives, the availability of human resources, and municipal involvement.

Schools are the main stage for the integration of Ukrainian children, but they face a number of challenges. The fragmented approach and relatively low involvement of local and national authorities create a situation where integration systems are developed in each school, based on their internal resources and capacity to implement support measures and align them with national regulations. The data obtained show that short-term funding mechanisms prevent schools from implementing long-term integration measures. They face a general shortage of human resources, while at the same time implementing integration programs without a sustainable strategy, as short-term funding mechanisms do not allow for medium- and long-term resource planning. Although regulations are in place at the national level, schools lack the resources to implement these mechanisms.

None of the sides involved in educational integration have a full picture of how Ukrainian kids are integrating into the education system. Schools, as the main stage for the integration of Ukrainian children, also take on the role of evaluation, and there is a lack of clear and uniform data collection algorithms that would allow for the evaluation of the integration process. Most local governments also lack a comprehensive and data-based understanding of the integration process in educational institutions, and the data they collect is limited to attracting the funding necessary for basic support, without a broader assessment of the policy implementation phase. The uncertainty about Ukrainian children outside the education system is part of the consequences of the lack of a data collection model – even at the national level, institutional data on the number of children differ.

Support for learning Latvian and other subjects is insufficient to enable Ukrainian children to participate equally in the education system. In a situation where there is no long-term strategy for educational integration and support is financed through short-term measures, the consequences are related to children's opportunities to successfully integrate into the Latvian education system. The language barrier as a central challenge creates additional obstacles for children who face challenges not only in learning the curriculum, but also in communicating with their peers. The lack of data and monitoring prevents existing support measures from being adapted to the needs of children. The limited human resources of local governments and schools prevent them from obtaining available funding, for example, for the implementation of non-formal education activities.

The Ukrainian community in Latvia has responded to the deficiencies in Latvia's education integration system. Data obtained from surveys and focus groups show that in some cases, gaps in the education system are filled by Ukrainian NGOs that provide educational services, offering support in language learning, exam preparation, and facilitating the transition of Ukrainian children from online to in-person education, in some cases implementing the education program approved in Ukraine. At the same time, the attitude of parents whose children receive these NGO services indicates skepticism about involvement in the Latvian education system. In the long term, this may pose challenges if Ukrainian families decide to stay in Latvia.

POLICY RECOMMENDATIONS

The research included a study of the integration of Ukrainian civilians into the education system, highlighting the main challenges. However, it is important to note that the study's conclusions and policy recommendations are relevant not only to Ukrainians, but also to other groups of newcomers.

Strengthening the role of municipalities in the field of integration

A PROVIDUS research study conducted in June 2025 concluded that municipalities do not always see themselves as stakeholders in integration.⁸⁶ Crisis response regulations applicable to Ukrainian civilians, which are not aimed at long-term integration, have consequences in all areas, including education. Low municipal involvement and a fragmented approach to data collection and monitoring will not change unless they have a clear role in the overall integration system. With the arrival of Ukrainian civilians, the role of local governments has inevitably grown, and it needs to be strengthened by defining the role of local governments in the integration system, including in the field of education.

A unified approach to learning Latvian

Various parties are providing support for language learning. In tandem with schools, the services provided by SIF, NGOs, and other parties involved need to be coordinated, concentrating them in educational institutions, ensuring the widest and continuous availability of support possible. It is essential to develop a long-term approach to Latvian language learning – the data obtained in the study show that one year of adaptation is not always sufficient for successful integration into the education system, and schools do not always have the resources to implement additional support mechanisms. The short-term funding model for schools creates a situation where they need to attract additional funding by applying for project funding. The project-based approach places an administrative burden on schools and teachers, limiting the use of resources to meet the needs of children.

Adapting existing educational integration resources to the requirements of schools

The data shows that in most cases, learning modules are not applied in schools and there is a lack of data on the application of these mechanisms. The modules are not implemented due to limited resources for intensive language learning and the risk that the quality of education for other children will suffer if additional staff is recruited for Ukrainians. It would be worthwhile reviewing the modules and find solutions that meet the needs of schools, including updating the issue of a long-term approach to educational integration. It is important to monitor the implementation of educational integration mechanisms in schools, for example, by collecting data on the implementation of individual learning plans in schools during the accreditation process. In addition, it is necessary to expand communication with parents by providing information about the Latvian education system and the adaptation mechanisms available and suitable for the integration of children.

⁸⁶ PROVIDUS (2025). Latvian municipalities' experience in receiving Ukrainian civilians: from crisis to long-term solutions. Available: https://providus.lv/wp-content/uploads/2025/06/Pasvaldibu_kapacitate_petijums.pdf

Implementation and monitoring of clear and uniform data collection algorithms

It is necessary to define the categories in which data will be collected. If these are learning modules, their use must be collected and analyzed. In addition, it is essential to review the data categories in which data such as exam or grade results and the number of children with 'Ukrainian civilian' status who have taken exams are already identifiable in the SEIS. Data collection and analysis should be removed from the shoulders of schools, as they are part of the process, not the only implementers. In interviews and focus groups, schools indicate that they themselves assess how integration is progressing. It is important to develop cooperation mechanisms at the national and municipal levels to assess not only the integration of Ukrainian civilians, but also the results observed in schools with a diverse linguistic environment. In the context of establishing a monitoring system, it is important to pay attention to schools with a heterogeneous linguistic environment, focusing on Latvian language skills, exam results, and other data categories related to integration outcomes.

Adapting existing mechanisms to create an inclusive environment and promote successful inter-agency coordination.

For example, the "School in a Community" project aims to develop a municipal ecosystem approach.⁸⁷ The results of the research carried out should be taken into account in the implementation of such instruments, paying attention to children who face challenges in integrating into the Latvian education system, including Ukrainian civilians and other newcomers in a heterogeneous linguistic environment. In this context, it is essential to cooperate with parties involved in integration, such as the SIF, NGOs, etc.

⁸⁷ Skola-kopienā (2025). About Us. Available: <https://www.skola-kopiena.lv/>

List of interviews

1. Interview No. 1 – Latvian Language Agency, 06.10.2025.
2. Interview No. 2 – State Education Development Agency, 09.10.2025.
3. Interview No. 3 – Ministry of Education and Science, 09.10.2025.
4. Interview No. 4 – State Education Quality Service, 10.10.2025.
5. Interview No. 5 – Ukrainian-Latvian Science, Education, Sports and Culture Center “Volia.lv”, 10.10.2025.
6. Interview No. 6 – Jelgava Central Primary School, 20.10.2025.
7. Interview No. 7 – Education Administration of the Education, Culture and Sports Department of the Riga City Council, 24.10.2025.
8. Interview No. 8 – Riga Ukrainian Secondary School, 27.10.2025.
9. Interview No. 9 – Daugavpils Central Secondary School, 27.10.2025.
10. Interview No. 10 – Riga Dārzciems Secondary School, 27.10.2025.

List of focus groups

1. Focus group no. 1 – Teachers and school administration representatives – 27.05.2025.
2. Focus group no. 2 – Teachers and school administration representatives – 04.06.2025.
3. Focus group No. 3 – Teachers and school administration representatives – 5 June 2025.
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5. Focus group no. 5 – Ukrainian civilians – 11.07.2025.
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21. Saeima (2022). Law on Assistance to Ukrainian Civilians. Available: <https://likumi.lv/ta/en/en/id/330546>
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ATTACHMENTS

Attachment No. 1. Funding allocated to Latvian municipalities for the education of Ukrainian civilians in 2022-2025.

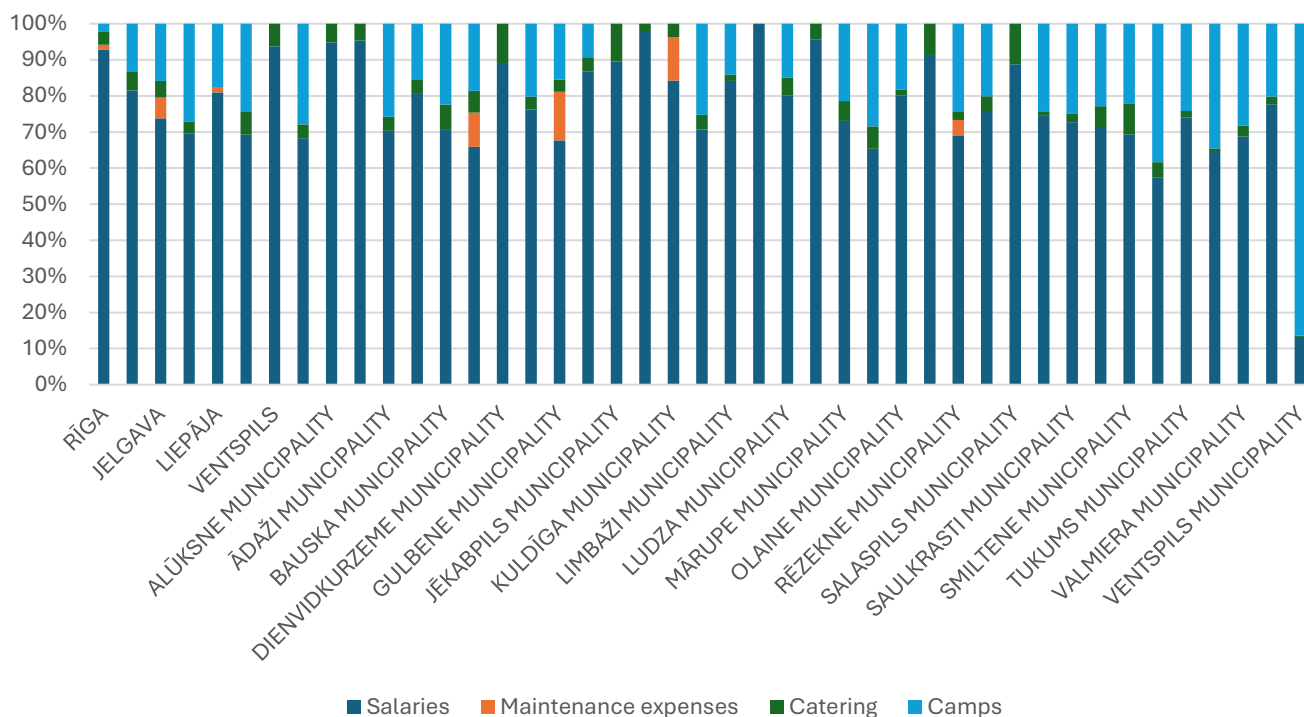
Data provided on teachers' salaries and mandatory state social insurance contributions, maintenance costs (maintenance costs for special education institutions), meals, camps, and informal education activities. [3] Data on Varakļāni Municipality is included until August 31, 2025.

2022				
MUNICIPALITY	Salaries	Maintenance expenses	Catering	Camps
RĪGA	977 802	14 222	37 239	24 000
DAUGAVPILS	53 778	0	3 509	8 730
JELGAVA	82 160	6 464	5 048	17 685
JŪRMALA	42 083	0	1 982	16 474
LIEPĀJA	70 327	1 293	0	15 206
RĒZEKNE	25 167	0	2 283	8 870
VENTSPILS	66 441	0	4 476	0
AIZKRAUKLE MUNICIPALITY	14 492	0	817	5 914
ALŪKSNE MUNICIPALITY	8 734	0	477	0
AUGŠDAUGAVA MUNICIPALITY	2 911	0	142	0
ĀDAŽI MUNICIPALITY	11 128	0	606	4 083
BALVI MUNICIPALITY	11 095	0	533	2 112
BAUSKA MUNICIPALITY	19 959	0	1 988	6 336
CĒSIS MUNICIPALITY	53 468	7 757	4 902	15 066
DIENVIDKURZEME MUNICIPALITY	11 742	0	1 471	0
DOBELE MUNICIPALITY	37 703	0	1 718	9 997
GULBENE MUNICIPALITY	45 609	9 050	2 288	10 419
JELGAVA MUNICIPALITY	19 666	0	873	2 112
JĒKABPILS MUNICIPALITY	20 508	0	2 387	0
KRĀSLAVA MUNICIPALITY	12 066	0	247	0
KULDĪGA MUNICIPALITY	9 010	1 293	398	0
ĶEKAVA MUNICIPALITY	22 093	0	1 276	7 885
LIMBAŽI MUNICIPALITY	25 295	0	546	4 224
LĪVĀNUI MUNICIPALITY	582	0	0	0
LUDZA MUNICIPALITY	18 244	0	1 152	3 379
MADONA MUNICIPALITY	3 591	0	163	0
MĀRUPE MUNICIPALITY	23 000	0	1 726	6 758
OGRE MUNICIPALITY	33 674	0	3 230	14 643
OLAINES MUNICIPALITY	11 095	0	222	2 534
PREIĻI MUNICIPALITY	3 332	0	327	0
RĒZEKNE MUNICIPALITY	19 962	1 293	675	7 040
ROPAŽI MUNICIPALITY	29 727	0	1 582	7 885
SALASPILS MUNICIPALITY	9 090	0	1 148	0

SALDUS MUNICIPALITY	14 996	0	211	4 928
SAULKRASTI MUNICIPALITY	4 917	0	152	1 690
SIGULDA MUNICIPALITY	44 800	0	3 597	14 362
SMILTENE MUNICIPALITY	15 397	0	1 886	4 928
TALSI MUNICIPALITY	8 863	0	636	5 914
TUKUMS MUNICIPALITY	49 199	0	1 155	16 051
VALKA MUNICIPALITY	14 232	0	142	7 603
VALMIERA MUNICIPALITY	73 880	0	3 212	30 413
VARAKĻĀNUI MUNICIPALITY [3]	7 569	0	202	1 971
VENTSPILS MUNICIPALITY	3 849	0	108	25 203

Attachment No. 1. Table No. 1. Funding allocated to local governments for the support of Ukrainian civilians in 2022. Source: Data provided by the Ministry of Education and Science at the request of PROVIDUS. Data on teachers' salaries and maintenance expenses are provided for the first four months of 2022

Funding allocated to municipalities for educational support measures for Ukrainian civilians, 2022

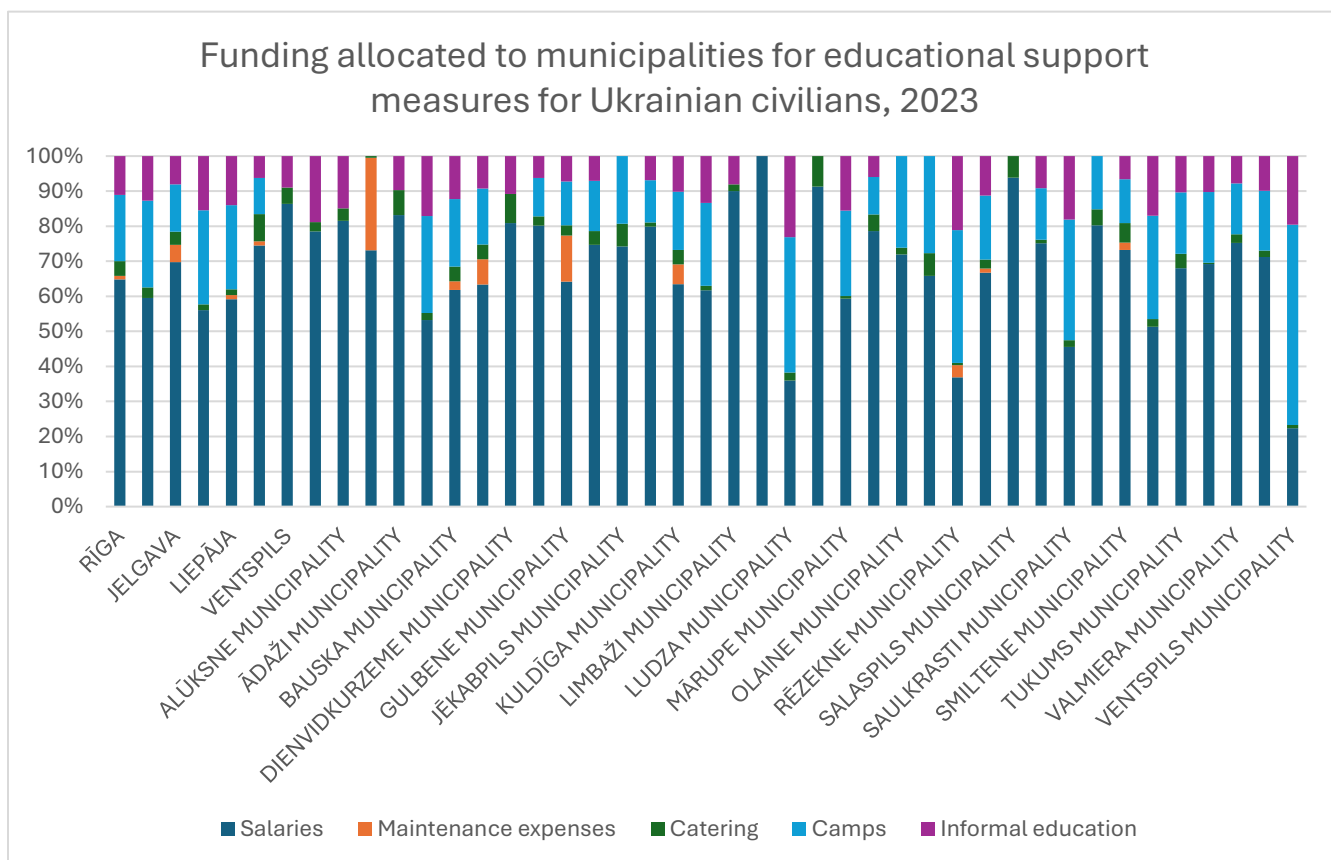


Attachment No. 1. Chart No. 2. Distribution of funding allocated to support Ukrainian civilians in municipalities in 2022. Source: Data provided by the Ministry of Education and Science at the request of PROVIDUS.

2023					
MUNICIPALITY	Salaries	Maintenance expenses	Catering	Camps	Informal education
RĪGA	2 956 473	44 533	191 106	861 366	504 009
DAUGAVPILS	156 123	0	7 867	64 817	33 264
JELGAVA	259 073	18 288	13 810	50 001	29 997
JŪRMALA	128 957	0	3 867	61 576	35 640
LIEPĀJA	194 907	3 926	5 466	79 169	46 035
RĒZEKNE	85 038	1 340	8 831	11 806	7 128
VENTSPILS	174 422	0	9 469	0	18 117
AIZKRAUKLE MUNICIPALITY	35 899	0	1 208	0	8 613
ALŪKSNE MUNICIPALITY	24 383	0	1 063	0	4 455
AUGŠDAUGAVA MUNICIPALITY	22 218	8 044	135	0	0
ĀDAŽI MUNICIPALITY	30 609	0	2 632	0	3 564
BALVI MUNICIPALITY	28 576	0	1 114	14 815	9 207
BAUSKA MUNICIPALITY	67 403	2 680	4 559	21 065	13 365
CĒSIS MUNICIPALITY	136 628	15 514	8 968	34 492	19 899
DIENVIDKURZEME MUNICIPALITY	33 250	0	3 400	0	4 455
DOBELE MUNICIPALITY	91 470	0	2 972	12 500	7 128
GULBENE MUNICIPALITY	134 047	27 484	6 033	26 158	15 147
JELGAVA MUNICIPALITY	53 266	0	2 804	10 185	5 049
JĒKABPILS MUNICIPALITY	63 263	0	5 508	16 436	0
KRĀSLAVA MUNICIPALITY	27 615	0	395	4 167	2 376
KULDĪGA MUNICIPALITY	44 322	3 926	2 898	11 574	7 128
ĶEKAVA MUNICIPALITY	58 804	0	1 267	22 454	12 771
LIMBAŽI MUNICIPALITY	69 883	0	1 494	0	6 237
LĪVĀNI MUNICIPALITY	1 874	0	0	0	0
LUDZA MUNICIPALITY	51 691	0	3 284	55 557	33 264
MADONA MUNICIPALITY	9 293	0	884	0	0
MĀRUPE MUNICIPALITY	61 026	0	834	25 001	16 038
OGRE MUNICIPALITY	97 194	0	5 803	13 195	7 425
OLAINES MUNICIPALITY	31 905	0	868	11 574	0
PREIĻI MUNICIPALITY	8 801	0	863	3 704	0
RĒZEKNE MUNICIPALITY	56 448	5 266	1 021	57 872	32 373
ROPAŽI MUNICIPALITY	79 489	1 340	3 105	21 760	13 365
SALASPILS MUNICIPALITY	21 005	0	1 370	0	
SALDUS MUNICIPALITY	43 864	0	612	8 565	5 346
SAULKRASTI MUNICIPALITY	11 971	0	499	9 028	4 752
SIGULDA MUNICIPALITY	117 843	0	6 737	22 223	0
SMILTENE MUNICIPALITY	46 013	1 340	3 472	7 871	4 158
TALSI MUNICIPALITY	23 309	0	1 005	13 426	7 722
TUKUMS MUNICIPALITY	138 396	0	8 238	35 649	21 087
VALKA MUNICIPALITY	38 102	0	178	11 111	5 643

VALMIERA MUNICIPALITY	180 961	0	6 008	34 955	18 711
VARAKĻĀNI MUNICIPALITY [3]	19 280	0	481	4 630	2 673
VENTSPILS MUNICIPALITY	10 523	0	401	26 853	9 207

Attachment No. 1. Table No. 3. Funding allocated to local governments for support to Ukrainian civilians in 2023. Source: Data provided by the Ministry of Education and Science at the request of PROVIDUS.



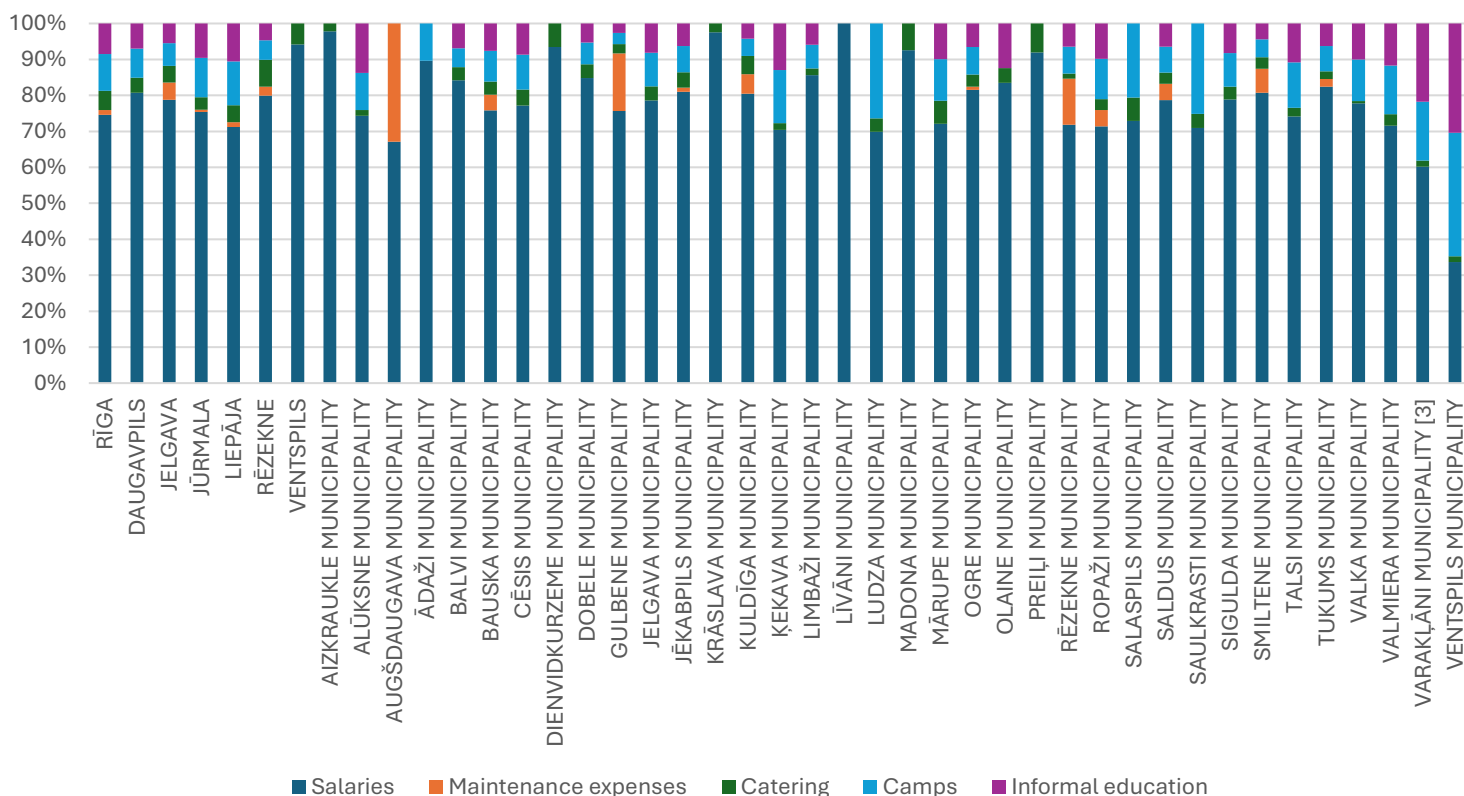
Attachment No. 1. Chart No. 4. Distribution of funding allocated to support Ukrainian civilians in municipalities in 2023. Source: Data provided by the Ministry of Education and Science at the request of PROVIDUS.

2024					
MUNICIPALITY	Salaries	Maintenance expenses	Catering	Camps	Informal education
RĪGA	3 618 732	64 259	256 630	496 063	414 018
DAUGAVPILS	218 719	0	11 198	21 859	19 008
JELGAVA	292 768	17 792	17 069	23 420	20 493
JŪRMALA	152 028	1 276	6 929	22 082	19 305
LIEPĀJA	230 268	4 314	15 314	39 257	34 155
RĒZEKNE	137 763	4 165	12 947	9 368	8 019

VENTSPILS	165 153	0	10 144	0	0
AIZKRAUKLE MUNICIPALITY	29 517	0	671	0	0
ALŪKSNE MUNICIPALITY	27 256	0	575	3 792	5 049
AUGŠDAUGAVA MUNICIPALITY	36 795	18 048	0	0	0
ĀDAŽI MUNICIPALITY	32 735	0	0	3 792	0
BALVI MUNICIPALITY	39 685	0	1 721	2 454	3 267
BAUSKA MUNICIPALITY	104 160	6 016	5 016	11 822	10 395
CĒSIS MUNICIPALITY	121 859	0	6 980	15 390	13 662
DIENVIDKURZEME MUNICIPALITY	42 391	0	2 976	0	0
DOBELE MUNICIPALITY	81 227	0	3 640	5 799	5 049
GULBENE MUNICIPALITY	143 840	30 408	4 938	5 799	5 049
JELGAVA MUNICIPALITY	60 149	0	2 958	7 138	6 237
JĒKABPILS MUNICIPALITY	99 587	1 370	5 299	8 922	7 722
KRĀSLAVA MUNICIPALITY	16 751	0	420	0	0
KULDĪGA MUNICIPALITY	112 261	7 506	7 087	6 692	5 940
ĶEKAVA MUNICIPALITY	56 546	0	1 499	11 822	10 395
LIMBAŽI MUNICIPALITY	69 310	0	1 493	5 353	4 752
LĪVĀNI MUNICIPALITY	4 304	0	0	0	0
LUDZA MUNICIPALITY	57 956	0	3 099	21 859	0
MADONA MUNICIPALITY	17 796	0	1 437	0	0
MĀRUPE MUNICIPALITY	66 694	0	5 914	10 706	9 207
OGRE MUNICIPALITY	121 473	1 353	4 951	11 376	9 801
OLAINA MUNICIPALITY	33 923	0	1 669	0	5 049
PREIĻI MUNICIPALITY	14 596	0	1 279	0	0
RĒZEKNE MUNICIPALITY	56 044	10 040	1 128	5 799	5 049
ROPAŽI MUNICIPALITY	71 077	4 501	2 985	11 153	9 801
SALASPILS MUNICIPALITY	19 733	0	1 762	5 576	0
SALDUS MUNICIPALITY	58 254	3 400	2 290	5 353	4 752
SAULKRASTI MUNICIPALITY	12 588	0	703	4 461	0
SIGULDA MUNICIPALITY	99 765	0	4 553	11 822	10 395
SMILTENE MUNICIPALITY	54 362	4 506	2 144	3 346	2 970
TALSI MUNICIPALITY	22 334	0	735	3 792	3 267
TUKUMS MUNICIPALITY	145 179	3 738	3 748	12 491	10 989
VALKA MUNICIPALITY	29 976	0	229	4 461	3 861
VALMIERA MUNICIPALITY	123 359	0	5 537	23 197	20 196
VARAKĻĀNI MUNICIPALITY [3]	13 958	0	380	3 792	5 049
VENTSPILS MUNICIPALITY	16 133	0	767	16 506	14 553

Attachment No. 1. Table No. 5. Funding allocated to local governments for support to Ukrainian civilians in 2024. Source: Data provided by the Ministry of Education and Science at the request of PROVIDUS.

Funding allocated to municipalities for educational support measures for Ukrainian civilians, 2024



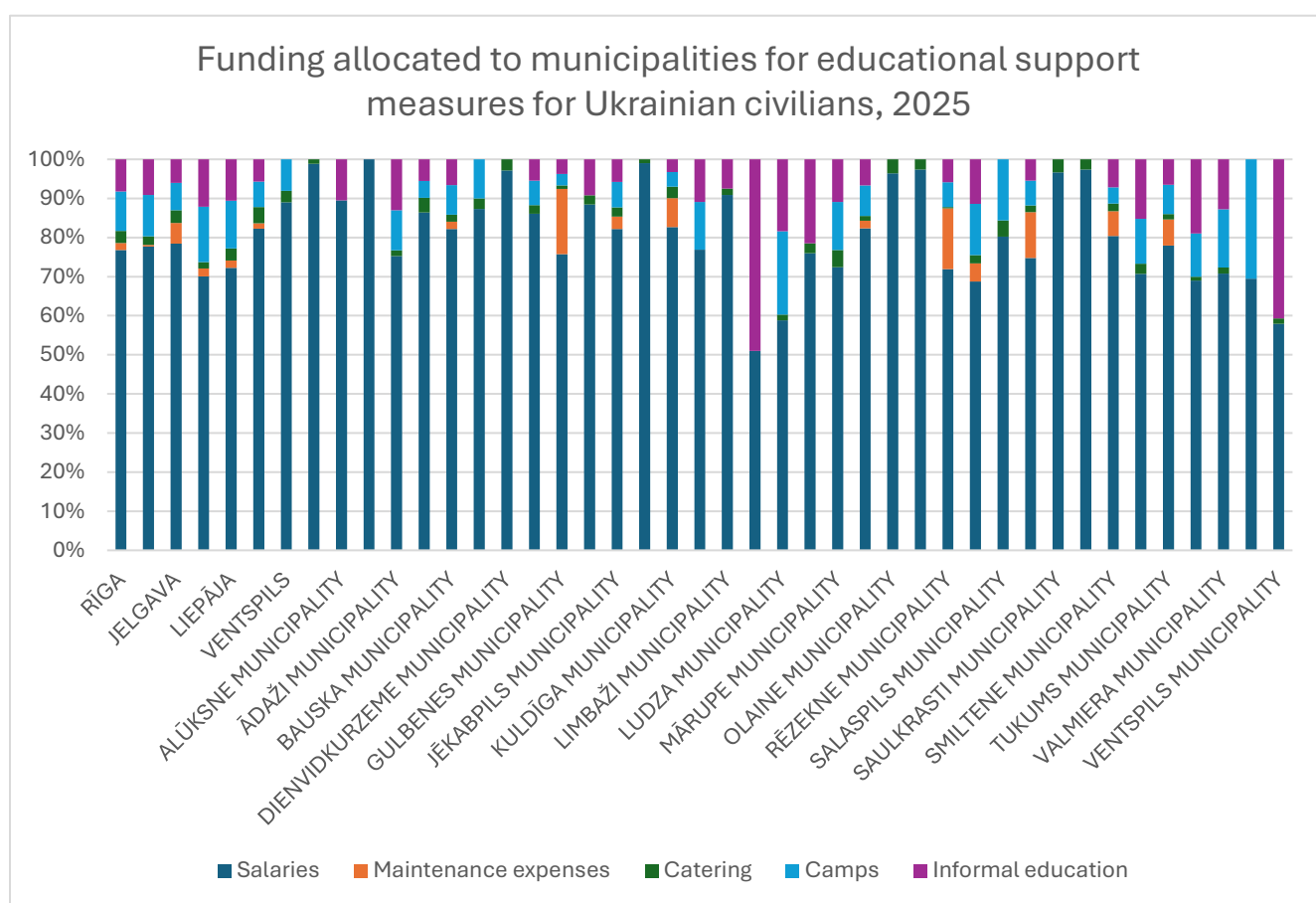
Attachment No. 1. Chart No. 6. Distribution of funding granted for the support of Ukrainian civilians in municipalities in 2024. Source: Data provided by the Ministry of Education and Science at the request of PROVIDUS.

2025					
MUNICIPALITY	Salaries	Maintenance expenses	Catering	Camps	Informal education
RĪGA	3 689 334	88 653	144 862	486 700	395 010
DAUGAVPILS	267 277	1 303	7 485	36 308	31 482
JELGAVA	254 758	17 223	10 460	22 721	19 602
JŪRMALA	128 357	3 827	2 988	25 839	22 275
LIEPĀJA	243 084	6 421	10 509	40 986	35 640
RĒZEKNE	137 539	2 314	6 857	10 915	9 504
VENTSPILS	174 790	0	5 707	15 815	0
AIZKRAUKLE MUNICIPALITY	38 363	0	436	0	0
ALŪKSNE MUNICIPALITY	25 240	0	0	0	2 970
AUGŠDAUGAVA MUNICIPALITY	2 017	0	0	0	0

ĀDAŽI MUNICIPALITY	32 704	0	634	4 455	5 643
BALVI MUNICIPALITY	48 897	0	2 126	2 450	3 136
BAUSKA MUNICIPALITY	111 324	2 552	2 502	10 247	8 910
CĒSIS MUNICIPALITY	132 341	0	4 122	15 147	0
DIENVIDKURZEME MUNICIPALITY	39 830	0	1 171	0	0
DOBELE MUNICIPALITY	103 809	0	2 686	7 574	6 534
GULBENES MUNICIPALITY	120 404	26 500	1 452	4 678	5 940
JELGAVA MUNICIPALITY	62 656	0	1 685	0	6 534
JĒKABPILS MUNICIPALITY	106 113	4 053	3 044	8 465	7 425
KRĀSLAVA MUNICIPALITY	19 401	0	198	0	0
KULDĪGA MUNICIPALITY	134 425	12 004	4 765	6 014	5 346
ĶEKAVAS MUNICIPALITY	46 205	0	0	7 351	6 534
LIMBAŽI MUNICIPALITY	72 282	0	1 343	0	5 940
LĪVĀNI MUNICIPALITY	3 087	0	0	0	2 970
LUDZA MUNICIPALITY	57 872	0	1 483	20 939,00	18 117
MADONA MUNICIPALITY	34 291	0	1 134	0	9 694
MĀRUPE MUNICIPALITY	69 262	0	4 158	11 806	10 395
OGRE MUNICIPALITY	117 441	2 705	1 798	11 138	9 504
OLAINE MUNICIPALITY	26 940	0	997	0	0
PREIĻI MUNICIPALITY	20 161	0	531	0	0
RĒZEKNE MUNICIPALITY	54 978	11 902	226	4 901	4 455
ROPAŽI MUNICIPALITY	66 434	4 473	2 021	12 697	10 989
SALASPILS MUNICIPALITY	30 808	0	1 590	6 014	0
SALDUS MUNICIPALITY	57 269	8 980	1 282	4 901	4 158
SAULKRASTI MUNICIPALITY	12 686	0	438	0	0
SIGULDA MUNICIPALITY	91 292	0	2 449	0	0
SMILTENE MUNICIPALITY	56 416	4 496	1 357	2 896	5 049
TALSI MUNICIPALITY	23 404	0	850	3 787	5 049

TUKUMS MUNICIPALITY	138 740	11 951	2 402	13 365	11 583
VALKA MUNICIPALITY	19 428	0	266	3 119	5 346
VALMIERA MUNICIPALITY	111 554	0	2 509	23 389	20 196
VARAKĻĀNI MUNICIPALITY [3]	7 094	0	0	3 119	0
VENTSPILS MUNICIPALITY	19 468	0	460	0	13 662

Attachment No. 1. Table No. 7. Funding granted to municipalities for the support of Ukrainian civilians in 2025. Source: Data provided by the Ministry of Education and Science at the request of PROVIDUS.



Attachment No. 1. Chart No. 8. Distribution of funding allocated to support Ukrainian civilians in municipalities in 2024. Source: Data provided by the Ministry of Education and Science at the request of PROVIDUS.

Attachment No. 2. Funding allocated for camps and informal education activities for the integration of Ukrainian civilians in the field of education in 2022-2025.

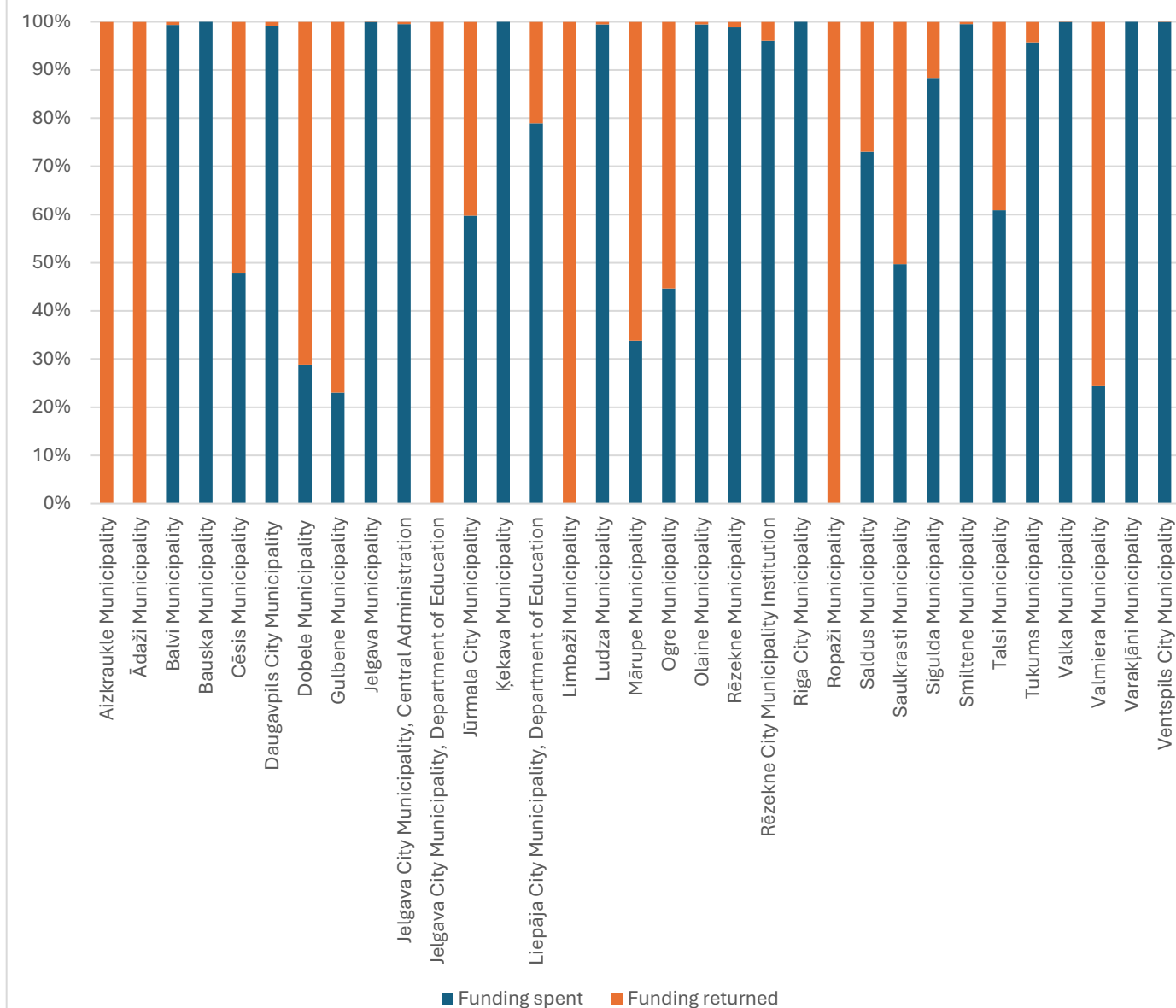
The data shows the funding allocated to local governments, the funding they have used and the funding they have returned for non-formal education activities and camps. The graphs show the proportion of funds used and returned from the total funding allocated to local governments for camps and informal education activities.

2022			
MUNICIPALITY	FUNDING RETURNED	FUNDING ALLOCATED	FUNDING SPENT
AIZKRAUKLE MUNICIPALITY	5 914,00	5 914,00	0,00
ĀDAŽI MUNICIPALITY	4 083,00	4 083,00	0,00
BALVI MUNICIPALITY	13,49	2 112,00	2 098,51
BAUSKA MUNICIPALITY		6 336,00	6 336,00
CĒSIS MUNICIPALITY	7 866,00	15 066,00	7 200,00
DAUGAVPILS CITY MUNICIPALITY	83,07	8 730,00	8 646,93
DOBELE MUNICIPALITY	7 117,00	9 997,00	2 880,00
GULBENE MUNICIPALITY	8 019,00	10 419,00	2 400,00
JELGAVA MUNICIPALITY	0,01	2 112,00	2 111,99
JELGAVA CITY MUNICIPALITY, CENTRAL ADMINISTRATION	84,51	17 600,00	17 515,49
JELGAVA CITY MUNICIPALITY, DEPARTMENT OF EDUCATION	84,51	84,51	0,00
JŪRMALA CITY MUNICIPALITY	6 634,01	16 474,00	9 839,99
ĶEKAVA MUNICIPALITY		7 885,00	7 885,00
LIEPĀJA CITY MUNICIPALITY, DEPARTMENT OF EDUCATION	3 206,00	15 206,00	12 000,00
LIMBAŽI MUNICIPALITY	4 224,00	4 224,00	0,00

LUDZA MUNICIPALITY	19,00	3 379,00	3 360,00
MĀRUPE MUNICIPALITY	4 473,20	6 758,00	2 284,80
OGRE MUNICIPALITY	8 103,00	14 643,00	6 540,00
OLAINĒ MUNICIPALITY	14,00	2 534,00	2 520,00
RĒZEKNE MUNICIPALITY	80,00	7 040,00	6 960,00
RĒZEKNE CITY MUNICIPALITY INSTITUTION	350,00	8 870,00	8 520,00
RIGA CITY MUNICIPALITY		24 000,00	24 000,00
ROPAŽI MUNICIPALITY	7 885,00	7 885,00	0,00
SALDUS MUNICIPALITY	1 328,00	4 928,00	3 600,00
SAULKRASTI MUNICIPALITY	850,00	1 690,00	840,00
SIGULDA MUNICIPALITY	1 677,85	14 362,00	12 684,15
SMILTENE MUNICIPALITY	24,80	4 928,00	4 903,20
TALSI MUNICIPALITY	2 314,00	5 914,00	3 600,00
TUKUMS MUNICIPALITY	691,00	16 051,00	15 360,00
VALKA MUNICIPALITY	3,85	7 603,00	7 599,15
VALMIERA MUNICIPALITY	22 997,00	30 413,00	7 416,00
VARAKĻĀNI MUNICIPALITY		1 971,00	1 971,00
VENTSPILS CITY MUNICIPALITY	1,74	25 203,00	25 201,26
TOTAL	98 141,04	314 414,51	216 273,47

Attachment No. 2. Table No. 1. Funding allocated to local governments for camps for Ukrainian children in 2022. Source: Data provided by the Ministry of Education and Science at the request of PROVIDUS.

Expenditure of funding allocated to municipalities for informal education activities for Ukrainian children in 2022

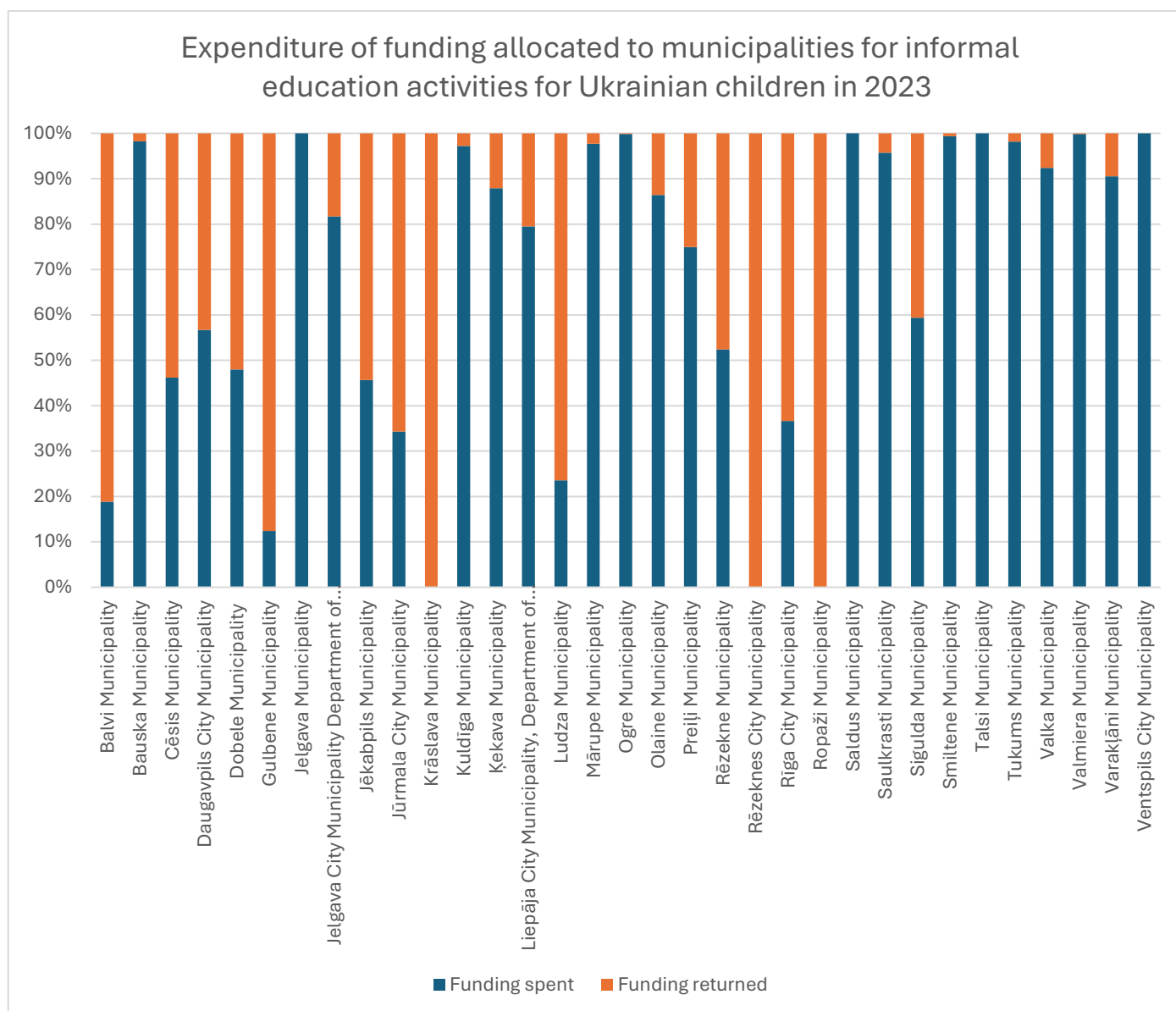


Attachment No. 2. Chart No. 2. Funding spent and returned by municipalities for camps for Ukrainian children in 2022. Source: Data provided by the Ministry of Education and Science at the request of PROVIDUS.

2023			
MUNICIPALITY	FUNDING RETURNED	FUNDING ALLOCATED	FUNDING SPENT
BALVI MUNICIPALITY	12 022,71	14 815,00	2 792,29
BAUSKA MUNICIPALITY	364,78	21 065,00	20 700,22
CĒSIS MUNICIPALITY	18 561,60	34 492,00	15 930,40
DAUGAVPILS CITY MUNICIPALITY	28 071,20	64 817,00	36 745,80
DOBELE MUNICIPALITY	6 500,00	12 500,00	6 000,00
GULBENE MUNICIPALITY	22 909,80	26 158,00	3 248,20
JELGAVA MUNICIPALITY		10 185,00	10 185,00
JELGAVA CITY MUNICIPALITY DEPARTMENT OF EDUCATION	9 156,03	50 001,00	40 844,97
JĒKABPILS MUNICIPALITY	8 936,00	16 436,00	7 500,00
JŪRMALA CITY MUNICIPALITY	40 456,97	61 576,00	21 119,03
KRĀSLAVA MUNICIPALITY	4 167,00	4 167,00	0,00
KULDĪGA MUNICIPALITY	319,60	11 574,00	11 254,40
ĶEKAVA MUNICIPALITY	2 714,82	22 454,00	19 739,18
LIEPĀJA CITY MUNICIPALITY, DEPARTMENT OF EDUCATION	16 213,60	79 169,00	62 955,40
LUDZA MUNICIPALITY	42 457,00	55 557,00	13 100,00
MĀRUPE MUNICIPALITY	573,88	25 001,00	24 427,12
OGRE MUNICIPALITY	21,32	13 195,00	13 173,68
OLAINĒ MUNICIPALITY	1 574,00	11 574,00	10 000,00
PREIĻI MUNICIPALITY	927,28	3 704,00	2 776,72
RĒZEKNE MUNICIPALITY	27 534,78	57 872,00	30 337,22
RĒZEKNES CITY MUNICIPALITY	11 806,00	11 806,00	0,00
RĪGA CITY MUNICIPALITY	545 996,85	861 366,00	315 369,15

ROPAŽI MUNICIPALITY	21 760,00	21 760,00	0,00
SALDUS MUNICIPALITY		8 565,00	8 565,00
SAULKRASTI MUNICIPALITY	388,00	9 028,00	8 640,00
SIGULDA MUNICIPALITY	9 031,81	22 223,00	13 191,19
SMILTENE MUNICIPALITY	51,00	7 871,00	7 820,00
TALSI MUNICIPALITY		13 426,00	13 426,00
TUKUMS MUNICIPALITY	651,93	35 649,00	34 997,07
VALKA MUNICIPALITY	845,08	11 111,00	10 265,92
VALMIERA MUNICIPALITY	42,97	34 955,00	34 912,03
VARAKĻĀNI MUNICIPALITY	436,72	4 630,00	4 193,28
VENTSPILS CITY MUNICIPALITY		26 853,00	26 853,00
TOTAL	834 492,73	1 665 555,00	831 062,27

Attachment No. 2. Table No. 3. Funding allocated to municipalities for camps for Ukrainian children in 2023. Source: Data provided by the Ministry of Education and Science at the request of PROVIDUS.



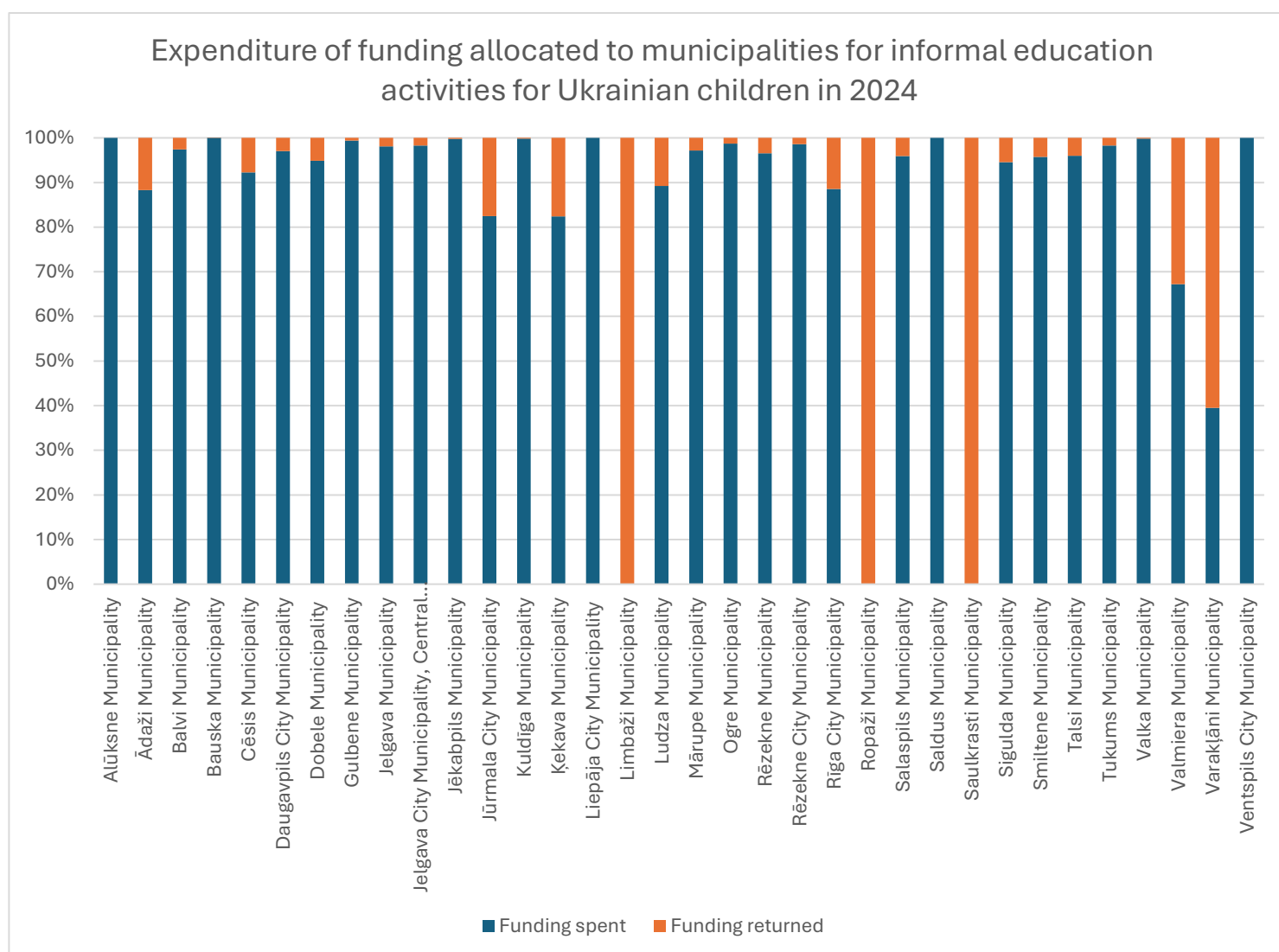
Attachment No. 2. Chart No. 4. Funding spent and returned by municipalities for camps for Ukrainian children in 2023. Source: Data provided by the Ministry of Education and Science at the request of PROVIDUS.

2024			
MUNICIPALITY	FUNDING RETURNED	FUNDING ALLOCATED	FUNDING SPENT
ALŪKSNE MUNICIPALITY	0,00	3 792,00	3 792,00
ĀDAŽI MUNICIPALITY	443,20	3 792,00	3 348,80
BALVI MUNICIPALITY	63,43	2 454,00	2 390,57
BAUSKA MUNICIPALITY	0,99	11 822,00	11 821,01
CĒSIS MUNICIPALITY	1 189,59	15 390,00	14 200,41

DAUGAVPILS CITY MUNICIPALITY	643,00	21 859,00	21 216,00
DOBELE MUNICIPALITY	299,00	5 799,00	5 500,00
GULBENE MUNICIPALITY	33,22	5 799,00	5 765,78
JELGAVA MUNICIPALITY	138,00	7 138,00	7 000,00
JELGAVA CITY MUNICIPALITY, CENTRAL ADMINISTRATION	401,53	23 420,00	23 018,47
JELGAVA CITY MUNICIPALITY DEPARTMENT OF EDUCATION	0,00		0,00
JĒKABPILS MUNICIPALITY	22,00	8 922,00	8 900,00
JŪRMALA CITY MUNICIPALITY	3 872,90	22 082,00	18 209,10
KULDĪGA MUNICIPALITY	12,49	6 692,00	6 679,51
ĶEKAVA MUNICIPALITY	2 081,23	11 822,00	9 740,77
LIEPĀJA CITY MUNICIPALITY		39 257,00	39 257,00
LIMBAŽI MUNICIPALITY	5 353,00	5 353,00	0,00
LUDZA MUNICIPALITY	2 359,00	21 859,00	19 500,00
MĀRUPE MUNICIPALITY	306,00	10 706,00	10 400,00
OGRE MUNICIPALITY	144,00	11 376,00	11 232,00
OLAINES MUNICIPALITY			0,00
PREIĻI MUNICIPALITY			0,00
RĒZEKNE MUNICIPALITY	199,00	5 799,00	5 600,00
RĒZEKNE CITY MUNICIPALITY	129,06	9 368,00	9 238,94
RĪGA CITY MUNICIPALITY	56 730,16	496 063,00	439 332,84
ROPAŽI MUNICIPALITY	11 153,00	11 153,00	0,00
SALASPILS MUNICIPALITY	226,00	5 576,00	5 350,00
SALDUS MUNICIPALITY		5 353,00	5 353,00
SAULKRASTI MUNICIPALITY	4 461,00	4 461,00	0,00
SIGULDA MUNICIPALITY	639,86	11 822,00	11 182,14
SMILTENE MUNICIPALITY	142,00	3 346,00	3 204,00
TALSI MUNICIPALITY	152,00	3 792,00	3 640,00
TUKUMS MUNICIPALITY	216,44	12 491,00	12 274,56
VALKA MUNICIPALITY	6,68	4 461,00	4 454,32

VALMIERA MUNICIPALITY	7 602,35	23 197,00	15 594,65
VARAKĻĀNI MUNICIPALITY	2 294,40	3 792,00	1 497,60
VENTSPILS CITY MUNICIPALITY		16 506,00	16 506,00
TOTAL	101 314,53	856 514,00	755 199,47

Attachment No. 2. Table No. 5. Funding allocated to local governments for camps for Ukrainian children in 2024. Source: Data provided by the Ministry of Education and Science at the request of PROVIDUS.



Attachment No. 2. Chart No. 6. Funding spent and returned by municipalities for camps for Ukrainian children in 2024. Source: Data provided by the Ministry of Education and Science at the request of PROVIDUS