



EUROPEAN
Higher Education Area

**National Report regarding
the Bologna Process
implementation
2012-2015**

Latvia

Data entry: (VIII QUESTIONNAIRE DETAILS)

For which country have you completed the questionnaire?

Latvia

Name(s) of the responsible BFUG member(s)

Andrejs Rauhvargers (Secretary General of the Latvian Rectors' Conference)

BFUG questionnaire was completed using the agreed results of BFUG Latvia follow up group, which consisted of representatives of the government, employers, student body etc.

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Data entry: (I_Degrees_qualifications)

I.1. Do your higher education steering documents address demographic projections for your country?

Yes

I.1.1. How do these projections affect higher education policy planning?

The steering documents model the higher education financing by incorporating demographic projections in the calculations, for example in concentration of resources and HE funding.

I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
 Higher education institutions other than universities

I.2.1. Please specify

Colleges, academies.

I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
 The profile of higher education programmes is either academic or professional
 Higher education institutions are either public or private
 Other distinction between higher education institutions or programmes (Please specify in the text field on the right!)
 None of the above

I.3.1. What is the number of institutions in the categories identified?

17 public universities, 17 public colleges, 16 private HEIs, 8 private colleges and 3 foreign HEI branches.

I.4. Comments

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS "30"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS "1"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS "69"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration ""

I.5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS "27"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS "1"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS "72"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration ""

I.6.1. Please specify

I.7. Please note that short cycle programmes are treated in a separate section below.

I.8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?

Yes (please explain in the field on the right)

Academic study programs are usually shorter (3 years in bachelor) than professionally oriented (4 or even 5 years in bachelor). Also professional degrees involve obligatory internship, which is rare in an academic study programme

I.9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

No

I.9.1. In which study fields do these study programmes exist?

L9.2. What is the typical duration of these degree programmes outside the Bologna model?

L9.3. What percentage of first cycle students is enrolled in these programmes?

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

60-75 ECTS "7"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

90 ECTS "19"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

120 ECTS "73"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

Other duration "1"

L10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?

There are couple programmes that have more than 120 ECTS. For example, one IT masters programme in Liepajas Universitate has 150 ECTS

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

60-75 ECTS "10"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

90 ECTS "20"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

120 ECTS "69"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

Other duration "1"

L11.1. Please specify

Academic masters programmes have a smaller enrollment than profesional masters programmes, therefore explaining the difference in percentages between number of programmes and students.

L12. Do integrated/long programmes leading to a second cycle degree exist?

No

L12.1. Is the duration of the above programmes calculated in...

Please choose

L12.2. What is the typical duration of these degree programmes?

L12.3. In which study fields do these study programmes exist?

L12.4. What percentage of first cycle students is enrolled in these programmes?

L13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

No

L13.1. What is the typical duration of these second cycle programmes outside the Bologna model?

L13.2. What percentage of second cycle students is enrolled in these programmes?

L13.3. In which study fields do these study programmes exist?

L14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?

Yes

L14.1. What is the minimum duration of the Bachelor & Master together?

5 years [Law on Higher Education Institutions]

L15. Comments

L16. What percentage of first cycle programmes give access to at least one second cycle study programme?

100%

L16.1. Please provide a source for this information.

HEI survey

L17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?

26-50%

Estimate is based on data provided in the Report on Higher Education in Latvia by Ministry of Education and Science

L17.1. Please provide a source for this information.

Estimate is based on data provided in the Report on Higher Education in Latvia by Ministry of Education and Science

L18. What are the requirements for holders of a first cycle degree to access a second cycle programme?

L18.1. All students...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.2. If other requirements apply and/or requirements apply only in some cases, please specify:

The students have to have knowledge of language of instruction.

L18.3. Holders of a first cycle degree from a different study field...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.4. If other requirements apply and/or requirements apply only in some cases, please specify:

The students have to have knowledge of language of instruction.

L18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.6. If other requirements apply and/or requirements apply only in some cases, please specify:

Holders of a first cycle degree from the same study field coming from a different higher education institution are treated equally like all other students.

L18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.8. If other requirements apply and/or requirements apply only in some cases, please specify:**L19. What percentage of all second cycle programmes give access without further studies to third cycle studies?**

100%

L19.1. Please provide a source for this information.

HEI survey

L20. What percentage of second cycle graduates eventually enter into a third cycle programme?

10.0000000000

L20.1. Please provide a source for this information.

Estimate is based on data from the report on higher education in Latvia in 2013/2014

L21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

No

L21.1. Please specify the criteria**L21.2. What percentage of third cycle students enter without a second cycle qualification?**

Please choose

L22. If you would like to make any additional comments on the progression between cycles, please provide them here**L23. Do higher education steering documents mention doctoral education/training?**

Yes

L23.1. Please provide a reference to the relevant steering document(s):

Law on Higher Education Institutions [<http://likumi.lv/doc.php?id=37967>]

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education "5"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes "95"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other ""

L24.1. Please specify which other types of doctoral programmes exist

L25. Do doctoral and/or graduate schools exist in your higher education system?

L25.1. What are the main features of these schools and how many doctoral schools are there?

Interdisciplinarity is the main feature, altogether there are approx. 18 schools.

L25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools

76-99%

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In theory / according to regulations: "3-4"

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In empirical reality: "4-6"

L27. Are doctoral studies included in your country's qualifications framework?

Yes

L28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?

No

L28.1. Please specify

What are the names of such degrees? ""

L28.1. Please specify

What is the typical duration of programmes leading to such degrees? ""

L28.1. Please specify

What is the purpose/function of those degrees? ""

L29. Are ECTS credits used in doctoral programmes?

Yes

L30. Comments

L31. In your system, do short cycle programmes linked to the first cycle of higher education exist?

L31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)

Such programmes are offered by colleges.

L32. How are short cycle HE programmes linked to the Bachelor-Master structure?

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree...

gain full credit for their previous studies

- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

L33. Are short cycle programmes legally considered to be an integral part of your higher education system?

Yes, part of higher education

L34. Comments

L35. Do your steering documents mention the concept of student-centred learning?

Yes

L35.1. How do steering documents in your country define student-centred learning in higher education?

According to the Guidelines for Education in Latvia 2014–2020, the student should be the primary beneficiary in higher education policy. In all planned and implemented activities the individual should be the main element of focus and not the institutions.

L35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?

- Independent learning 0 1 2 3 4 5 No answer
- Learning in small groups 0 1 2 3 4 5 No answer
- Training in teaching for staff 0 1 2 3 4 5 No answer
- Assessment based on learning outcomes 0 1 2 3 4 5 No answer
- Recognition of prior learning 0 1 2 3 4 5 No answer
- Learning outcomes 0 1 2 3 4 5 No answer
- Student/staff ratio 0 1 2 3 4 5 No answer
- Student evaluation of teaching 0 1 2 3 4 5 No answer
- Other 0 1 2 3 4 5 No answer

L35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)

- Independent learning 0 1 2 3 4 5 No answer
- Learning in small groups 0 1 2 3 4 5 No answer
- Training in teaching for staff 0 1 2 3 4 5 No answer
- Assessment based on learning outcomes 0 1 2 3 4 5 No answer
- Recognition of prior learning 0 1 2 3 4 5 No answer
- Learning outcomes 0 1 2 3 4 5 No answer
- Student/staff ratio 0 1 2 3 4 5 No answer
- Student evaluation of teaching 0 1 2 3 4 5 No answer

L35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.

L35.4. Please provide a reference for your steering documents on student-centred learning

http://izmizm.gov.lv/upload_file/2013/IAP_2020_projekts_pa.pdf
Guidelines for education and science development from 2014 - 2020. 7.2. Key principle "human-oriented"

L36. Comments

L37. In your country, do you use...

a national credit system compatible with ECTS

L37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)

The creditpoint system is based on learning outcomes principle. One creditpoint in Latvia is defined as the amount of the workload of one week full time studies. The scheduled amount of the full-time studies for one academic year, is 40 credits. However the credits can not be awarded without obtained learning outcomes. Recalculating in European Credit Transfer System (ECTS) points, the amount of Latvian creditpoints has to be multiplied by 1.5.

L37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?

- Percentage of higher education institutions 100% 76-99% 51-75% 1-50% 0% No answer
- Percentage of programmes 100% 76-99% 51-75% 1-50% 0% No answer

L39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L39.1. Please specify

L40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L40.1. Please specify

L41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?

Yes

L41.1. What is the number of hours per credit?

The creditpoint system is based on learning outcomes principle. One creditpoint in Latvia is defined as the amount of the workload of one week full time studies. The scheduled amount of the full-time studies for one academic year, is 40 credits. However the credits can not be awarded without obtained learning outcomes. Recalculating in European Credit Transfer System (ECTS) points, the amount of Latvian creditpoints has to be multiplied by 1.5.

L42. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

Yes, in the majority (50-99%) of programmes

L43. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through compulsory measures (law, regulations, etc.)

L43.1. Does your country take specific support measures on the national level?

Yes there are seminars and workshops at national level organized, however on ad hoc basis.

L44. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through compulsory measures (law, regulations, etc.)

L45. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

- Compulsory Yes, for all academic staff Yes, for some academic staff No No answer
Voluntary Yes, for all academic staff Yes, for some academic staff No No answer

L45.1. Please indicate the approximate percentage that participate

5-10% are voluntary, 50% are participating in compulsory events organized by the HEI.

L45.2. Please specify for which members of academic staff training programmes are offered

It is voluntary for professors and associated professors, but obligatory for junior academic staff.

L46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

L46.1. Please explain how, and provide a reference to further information

???????????????? The questionnaire for experts when evaluating the study program contains also questions regarding the learning outcomes [www.aiknc.lv/kopmat/SP230311AnkVa.doc]

L47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here

L48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?

The Diploma Supplement is issued..

- ...automatically to all students:by 100% of HEIs
- ...automatically to all students:by 76-99% of HEIs
- ...automatically to all students:by 51-75% of HEIs
- ...automatically to all students:by 26-50% of HEIs
- ...automatically to all students:by 1-25% of HEIs
- ...automatically to all students:by 0% of HEIs
- ...automatically to some students:by 100% of HEIs
- ...automatically to some students:by 76-99% of HEIs
- ...automatically to some students:by 51-75% of HEIs
- ...automatically to some students:by 26-50% of HEIs
- ...automatically to some students:by 1-25% of HEIs
- ...automatically to some students:by 0% of HEIs
- ...upon request:by 100% of HEIs
- ...upon request:by 76-99% of HEIs
- ...upon request:by 51-75% of HEIs
- ...upon request:by 26-50% of HEIs
- ...upon request:by 1-25% of HEIs
- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs
- ...in certain fields of study:by 76-99% of HEIs
- ...in certain fields of study:by 51-75% of HEIs
- ...in certain fields of study:by 26-50% of HEIs
- ...in certain fields of study:by 1-25% of HEIs

- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs
- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs
- ...to no students :by 26-50% of HEIs
- ...to no students :by 1-25% of HEIs
- ...to no students :by 0% of HEIs

L48.1. Please specify to which students

L48.2. Please identify the fields of study in which the Diploma Supplement is issued

L49. Is the Diploma Supplement issued to graduates in the third cycle?

Yes, for some graduates of these programmes

L49.1. Please specify

Almost all third cycle programmes issue a Diploma Supplement.

L50. Is there any monitoring of how employers use the Diploma Supplement?

No

L50.1. Please provide the most recent results regarding the level of satisfaction of employers:

L50.2. Please provide a reference to the source of this information:

L51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

No

L51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

L52. In what language(s) is the Diploma Supplement issued?

English and Latvian

L53. The Diploma Supplement is issued...

free of charge

L53.1. Please specify the categories of students

L53.2. Please provide the amount and the reason for the fee

L54. Comments

L55. Do national higher education steering documents mention joint or double degrees?

Yes

L55.1 Please provide a reference to the legislation and/or cite the relevant articles

Law on Higher Education Institutions [http://likumi.lv/doc.php?id=37967]

L56. Does higher education legislation explicitly allow:

- Establishing joint programmes Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Awarding joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Recognition of QA decisions on joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer

L57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees 100% 76-99% 51-75% 26-50% 11-25% 6-10% 1-5% 0% No answer
- Participate in joint programmes 100% 76-99% 51-75% 26-50% 11-25% 6-10% 1-5% 0% No answer

L58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...

- ...with a joint degree >10% >7.5-10% >5-7.5% >2.5-5% >0-2.5% 0% No answer
- ...from a joint programme >10% >7.5-10% >5-7.5% >2.5-5% >0-2.5% 0% No answer

L59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "0"

L59. Please estimate the share of joint programmes in the three cycles

Second cycle (%) "80"

L59. Please estimate the share of joint programmes in the three cycles

Third cycle (%) "20"

L60. Do you have information about study fields in which joint programmes / joint degrees are most common?

No

L60.1. Please explain briefly and mention/link to the source of this information

L61. Comments

L62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.

11: The final NQF and the self-certification report can be consulted on a public website

L62.1. Please provide the date when the step was completed.

10-13-2010

L62.2. Is information on the development and/or revision of your NQF available through a national QF website?

L62.3. Please provide the link to the website:

[<http://www.nki-latvija.lv/>]

L63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?

EQF level 4 or equivalent

L64. Have you referenced your higher education qualifications against EQF levels?

Yes: first, second and third cycle qualifications have been referenced against EQF levels 6,7,8

L64.1. Please provide a reference to official documents

Regulation on Education Classification in Latvia[<http://likumi.lv/doc.php?id=184810>]

L65. Have you referenced your short-cycle higher education qualifications against EQF levels?

Yes: short-cycle qualifications have been referenced against EQF level 5

L65.1. Please provide a reference to official documents

Regulation on Education Classification in Latvia[<http://likumi.lv/doc.php?id=184810>]

L66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?

Higher education institution whose decision is made based on ENIC/NARIC centre advice

L67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?

Individual employers

L68. Which of the following statements is specified in national legislation?

- Applicant's right to fair assessment of qualification
- Recognition of qualification provided that no substantive differences can be proven
- Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority
- Where recognition is not granted or is granted only partly, the applicant has the right to appeal
- None of the above

L68.1. Please provide a reference to the relevant legislation

[<http://likumi.lv/doc.php?id=24681>]

L68.2. What measures exist to ensure that these legal statements are implemented in practice?

It is possible to object to the decision made.

L69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?

The qualification is considered in a different way to the national qualification

L69.1. Please specify

The diploma has to undergo a procedure for recognition

L70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?

The qualification is considered in a different way to the national qualification

L70.1. Please specify

The diploma has to undergo a procedure for recognition

L71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?

The qualification is considered in a different way to the national qualification

L71.1. Please specify

The diploma has to undergo a procedure for recognition

L72. Do higher education institutions typically:

make recognition decisions in faculties/departments and mainly by staff teaching in the particular programme

L72.1. Please explain

I.72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level

I.73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

Law about higher education institutes

I.74. Comments

Data entry: (II_Quality_assurance)

II.1. Which situation applies in your country?

Other

II.1.1. Please specify

After having single independent national agency for decades, Latvia undergoes improvement reforms of the QA system. During the transition period the ministry is responsible for QA, delegating the task to a commission consisting of stakeholders. A re-establishment of improved QA system has been defined as one of the priority tasks for the government of President of Ministers, Ms. L. Straujuma, within 2014: <http://www.mk.gov.lv/lv/mk/darbibu-rcglamentejosic-dokumenti/Straujumas-valdibas-deklaracija/>

II.2. What is the main outcome of an external review?

Please choose

II.2.1. For each of the agencies, what is the main outcome of an external review?

II.2.2. Please specify

II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

Please choose

II.3.1. Please specify the normal impact of an external review

II.4. Does the agency cover:

II.4.1. Considered together, do the agencies cover:

II.5. Do the agencies cover:

II.5.1. Please specify:

II.6. What is the main focus of the external evaluations undertaken?

II.6.1. Are all institutions included?

Please choose.. ▾

II.6.2. Please specify

II.6.3. Are all programmes in all cycles included?

Please choose.. ▾

II.6.4. Please specify

II.6.5. Are all institutions and all programmes included?

II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

All reports are publically available

II.8. Are the following issues typically included in external Quality Assurance Evaluations?

- | | | | | |
|--|--------------------------------------|--------------------------|-------------------------------------|---------------------------------|
| Teaching | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Admissions processes | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student progression, drop-out and completion | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Employability | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Internal Quality Assurance / Management system | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Recognition policy and practice | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

II.8.1. Please specify

II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

The QA system in Latvia has been developed on the basis of the European Standards and Guidelines for Quality Assurance. The aspects are integrated in many working documents, e.g. the questionnaire for peer review requires to check the quality of academic staff against their preparedness to teach according to learning outcomes principle, see in Latvian:

II.8.3. Additional comments

II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?

No
However allowing the institutions to choose the QA agency from abroad has been discussed by the previous Minister of Education and Science, Mr. V. Dombrovskis, as one of the probable features of the improved QA system: www.mk.gov.lv/.../IZMzino_071013_akreditacija

II.9.1. Please explain the differences

II.9.2. Please specify which institutions are able to choose

II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?

II.10.1. How many higher education institutions have used this opportunity?

II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA)).

II.11.2. Please specify

II.12. Additional comments

II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:

- Listed in EQAR
- Member of ENQA
- There is no specification within the current legislation or steering documents
 - Yes, for an application to EQAR
 - Yes, for the purpose of ENQA membership
 - Yes, for other purposes
- An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place
 - No

II.15. Is there a formal requirement that students are involved

- In governance structures of national QA agencies** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the preparation of self evaluation reports** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures** Yes, it is compulsory Yes, it is advised No In some cases No answer

II.15.1. Please specify

II.16. Is there a formal requirement that international peers/experts are involved?

- In governance structures of national QA agencies?** YES, it is compulsory YES, it is advised NO In some cases No answer
- As full members in external review teams** YES, it is compulsory YES, it is advised NO In some cases No answer
- As observers in external review teams** YES, it is compulsory YES, it is advised NO In some cases No answer
- In the decision making process for external reviews** YES, it is compulsory YES, it is advised NO In some cases No answer
- In follow-up procedures** YES, it is compulsory YES, it is advised NO In some cases No answer

II.16.1. Please specify

II.17. Is there a formal requirement that academic staff are involved

- In governance structures of national QA agencies?** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures** Yes, it is compulsory Yes, it is advised No In some cases No answer

II.17.1. Please specify

II.18. Is there a formal requirement that employers are involved

- In governance structures of national QA agencies?** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures** Yes, it is compulsory Yes, it is advised No In some cases No answer

II.18.1. Please specify

II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

II.20.1. Please specify these requirements and the relevant source

The Law on Higher Education Institutions [<http://likumi.lv/doc.php?id=37967>] requires HEI to create and maintain an internal QA system (respective policy and procedures, regular supervision of programs, system to ensure that obtained learning outcomes by students can be assessed, system for staff qualification and quality, data collection for the purpose of quality monitoring).

II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

II.21.1. Please specify

II.22. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

II.22.1. Please specify

II.23. Is there a requirement for students to be involved in the preparation of self evaluation reports?

- Yes
 No
 In some cases

II.23.1. Please specify

II.24. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Yes

II.24.1. Please specify

II.25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

75 - 99%

Very often the quality issue is part of the general steering policy documents.

II.26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

100%

II.26.1. Please describe what kind of arrangements are in place.

According to the law that stipulates the accreditation process [<http://likumi.lv/doc.php?id=252142>], the self-evaluation report has to be updated annually on each accredited program, and it has to be published on the HEI's website. Therefore a procedure is in place that ensures that this and other internal quality assurance requirements takes place.

II.27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

100%

II.28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?

1 - 24%

II.29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?

Sometimes

II.29.1. Please explain

It is not typical to include the recognition policy and practice in Internal Quality Assurance processes. It is evaluated in cases when problems are detected and demand for new practices and procedures arise.

Data entry: (III_Social_dimension)

III. Policy background: In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).

III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through general policy statements but no concrete measures have been put in place

III.1.1. Please indicate these measures in the form of bullet points:

III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

No, there are no specific quantitative objectives to be reached

III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering HE
- student population participating in HE
- student population completing HE
- graduates entering the labour market

III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities:Objective set and period covered

Students with disabilities:Policy document (reference and link)

Adults/mature students:Objective set and period covered

Adults/mature students:Policy document (reference and link)

Students from lower socio-economic background/lower socio-economic group:Objective set and period covered

Students from lower socio-economic background/lower socio-economic group:Policy document (reference and link)

Male/female (gender groups):Objective set and period covered

Male/female (gender groups):Policy document (reference and link)

Ethnic, cultural, religious or linguistic minorities (please specify):Objective set and period covered

Ethnic, cultural, religious or linguistic minorities (please specify):Policy document (reference and link)

Students living in specific geographical areas (e.g. rural areas):Objective set and period covered

Students living in specific geographical areas (e.g. rural areas):Policy document (reference and link)

Migrants:Objective set and period covered

Migrants:Policy document (reference and link)

Migrants' children:Objective set and period covered

Migrants' children:Policy document (reference and link)

Other groups:Objective set and period covered

Other groups:Policy document (reference and link)

III.2.4. Comments

III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

Yes ▼

III.3.1. Please provide a short description of the mechanisms in place:

The regulation of the Cabinet of Ministers [<http://likumi.lv/doc.php?id=134392>] defines information and data that has to be submitted by the HEI to the Ministry of Education and Science.

III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability:At entry to HE

Disability:During HE studies

Disability:At graduation

Disability:After graduation

Labour market status prior to the entry to HE:At entry to HE

Labour market status prior to the entry to HE:During HE studies

Labour market status prior to the entry to HE:At graduation

Labour market status prior to the entry to HE:After graduation

Age:At entry to HE	1 ▼
Age:During HE studies	1 ▼
Age:At graduation	1 ▼
Age:After graduation	0 ▼
Type and level of qualification achieved prior to entry to HE:At entry to HE	1 ▼
Type and level of qualification achieved prior to entry to HE:During HE studies	1 ▼
Type and level of qualification achieved prior to entry to HE:At graduation	1 ▼
Type and level of qualification achieved prior to entry to HE:After graduation	0 ▼
Socio-economic background:At entry to HE	0 ▼
Socio-economic background:During HE studies	0 ▼
Socio-economic background:At graduation	0 ▼
Socio-economic background:After graduation	0 ▼
Gender:At entry to HE	1 ▼
Gender:During HE studies	1 ▼
Gender:At graduation	1 ▼
Gender:After graduation	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	0 ▼
Religion:At entry to HE	0 ▼
Religion:During HE studies	0 ▼
Religion:At graduation	0 ▼
Religion:After graduation	0 ▼
Migrant status (migrants or migrants' children):At entry to HE	0 ▼
Migrant status (migrants or migrants' children):During HE studies	0 ▼
Migrant status (migrants or migrants' children):At graduation	0 ▼
Migrant status (migrants or migrants' children):After graduation	0 ▼
Other characteristics:At entry to HE	0 ▼
Other characteristics:During HE studies	0 ▼
Other characteristics:At graduation	0 ▼
Other characteristics:After graduation	0 ▼
Not applicable (no systematic monitoring at the given stage):At entry to HE	0 ▼
Not applicable (no systematic monitoring at the given stage):During HE studies	0 ▼
Not applicable (no systematic monitoring at the given stage):At graduation	0 ▼
Not applicable (no systematic monitoring at the given stage):After graduation	0 ▼

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:

III.4.2. Please specify which other student characteristics are taken into account in the monitoring:

III.4.3. Comments

III.5. Please specify who monitors the composition of the student body

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	1 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	1 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	1 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	1 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	1 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	1 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	1 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	0 ▼
Ministry/governmental body:At entry to HE	1 ▼

- Ministry/governmental body:During HE studies
- Ministry/governmental body:At graduation
- Ministry/governmental body:After graduation
- Independent bodies/agencies:At entry to HE
- Independent bodies/agencies:During HE studies
- Independent bodies/agencies:At graduation
- Independent bodies/agencies:After graduation
- Other:At entry to HE
- Other:During HE studies
- Other:At graduation
- Other:After graduation
- No systematic monitoring:At entry to HE
- No systematic monitoring:During HE studies
- No systematic monitoring:At graduation
- No systematic monitoring:After graduation

III.5.1. Please specify which other organisation monitors the composition of the student body

III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:

The regulation of the Cabinet of Ministers [<http://likumi.lv/doc.php?id=134392>] defines information and data that has to be submitted by the HEI to the Ministry of Education and Science. Apart from this information HEIs are collecting further information, inter alia on student body, allowing better serving the mission and vision of the individual HEI.

III.5.3. Comments

III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?

- ...collect data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer
- ...publish data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer

III.6.1. Please specify which data cannot be collected or published and why.

The Personal Data Protection Law [<http://likumi.lv/doc.php?id=4042>] regulates the aspects of data that can be collected or published, but it is very general and applies not only to students.

III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?

III.7.1. How are these results published?

Information is shown for each individual higher education institution

III.7.2. Please provide details on where the results of the monitoring activities can be consulted.

<http://izm.izm.gov.lv/registri-statistika/statistika-augs taka.html>

III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?

The absolute number of students has decreased considerably since 2004 - by more than 40% (130 000 in 2004 vs. 90 000 in 2013). The age structure has experienced a change as well. In 2013 the proportion of students aged over 29 years (21% of all students) was noticeably lower than in 2004 (29% of all students). In terms of gender, the differences in the course of time have been almost non-existent. The proportion of female graduates in 2004 is almost the same as in 2013 (69%).

III.9. Please choose the statement that best describes your country-specific situation:

Individuals that meet standard entry requirements have...

- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- no guaranteed right to higher education:Universities
- no guaranteed right to higher education:HEIs other than universities

III.9.1. Please specify which fields are excluded:

III.9.2. Comments

In some study fields (e.g. medicine, architecture etc.) restriction is due to limited study places available. Also the tuition fee can serve as a restrictive barrier for studies.

III.10. Please explain on what basis higher education institutions most commonly select students:

Level of achievement in standard entry requirements:Universities	<input type="text" value="0"/>
Level of achievement in standard entry requirements:HEIs other than universities	<input type="text" value="0"/>
Entry examinations for all programmes:Universities	<input type="text" value="0"/>
Entry examinations for all programmes:HEIs other than universities	<input type="text" value="0"/>
Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities	<input type="text" value="1"/>
Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities	<input type="text" value="1"/>
Other:Universities	<input type="text" value="0"/>
Other:HEIs other than universities	<input type="text" value="0"/>

III.10.1. Please specify which other criteria apply:

III.10.2. Comments

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 1 "Secondary school certificate"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 2 ""

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 3 ""

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 4 ""

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 5 ""

III.12. The different routes are opening access to...

{III_11_SQ001}	<input checked="" type="radio"/>	all HEIs / HE programmes	<input type="radio"/>	some HEIs / HE programmes	<input type="radio"/>	No answer
{III_11_SQ002}	<input type="radio"/>	all HEIs / HE programmes	<input type="radio"/>	some HEIs / HE programmes	<input checked="" type="radio"/>	No answer
{III_11_SQ003}	<input type="radio"/>	all HEIs / HE programmes	<input type="radio"/>	some HEIs / HE programmes	<input checked="" type="radio"/>	No answer
{III_11_SQ004}	<input type="radio"/>	all HEIs / HE programmes	<input type="radio"/>	some HEIs / HE programmes	<input checked="" type="radio"/>	No answer
{III_11_SQ005}	<input type="radio"/>	all HEIs / HE programmes	<input type="radio"/>	some HEIs / HE programmes	<input checked="" type="radio"/>	No answer

III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

{III_11_SQ001};% of students entering HE through this access route	100
{III_11_SQ001};Official data based on central level monitoring, including surveys	X
{III_11_SQ001};Estimates	
{III_11_SQ001};Impossible to say (no official data and impossible to estimate)	
{III_11_SQ002};% of students entering HE through this access route	
{III_11_SQ002};Official data based on central level monitoring, including surveys	
{III_11_SQ002};Estimates	
{III_11_SQ002};Impossible to say (no official data and impossible to estimate)	
{III_11_SQ003};% of students entering HE through this access route	
{III_11_SQ003};Official data based on central level monitoring, including surveys	
{III_11_SQ003};Estimates	
{III_11_SQ003};Impossible to say (no official data and impossible to estimate)	
{III_11_SQ004};% of students entering HE through this access route	
{III_11_SQ004};Official data based on central level monitoring, including surveys	

{III_11_SQ004}:Estimates

{III_11_SQ004}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ005}:% of students entering HE through this access route

{III_11_SQ005}:Official data based on central level monitoring, including surveys

{III_11_SQ005}:Estimates

{III_11_SQ005}:Impossible to say (no official data and impossible to estimate)

III.13.1. Please indicate the source of the official data:

According to the Law on Higher Education Institutions [<http://likumi.lv/doc.php?id=37967>] students may enter the higher education with secondary school certificate (or respective foreign education)

III.13.2. Comments

III.14. Are there any incentives for higher education institutions to admit non-traditional students?

No ▼

III.14.1. Please indicate which incentives exist and how they operate.

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

III.15. Comments

III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
- Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
- No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

III.17. Comments

III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?

No, this is not possible (i.e. all HE candidates must hold a HE entry qualification).

III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

III.19. Please choose the statement that best applies to your country-specific situation:

III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?

- Yes, steering documents refer to specific age requirements
- Yes, steering documents refer to requirements related to the duration of prior professional experience
- Yes, steering documents refer to other requirements
- No, there is no reference in steering documents to any requirements

III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:

III.20.2. Please also provide the full reference(s) to relevant document(s) here:

III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):

Please choose

III.21.1. Please indicate the source of this information

Please choose

III.21.2. Please specify:

III.22. Comments

III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?

Yes ▼

III.23.1. Please specify how this objective is defined:

Guidelines of Education Development for 2007 - 2013 [<http://www.mk.gov.lv/lv/mk/tap/?pid=40305684>] set the objective that by 2020 40% of inhabitants in the age group 30-34 should have higher education

III.23.2. Please also provide the full reference(s) to all relevant document(s).

Guidelines of Education Development for 2007 - 2013 [<http://www.mk.gov.lv/lv/mk/tap/?pid=40305684>]

III.24. In your country, are targets set to measure progress regarding student retention and/or completion?

Yes ▼

III.24.1. Please describe the targets:

Guidelines of Education Development for 2007 - 2013 [<http://www.mk.gov.lv/lv/mk/tap/?pid=40305684>] set the objective that by 2020 40% of inhabitants in the age group 30-34 should have higher education

III.24.2. Please also provide the full reference(s) to all relevant document(s).

Guidelines of Education Development for 2007 - 2013 [<http://www.mk.gov.lv/lv/mk/tap/?pid=40305684>]

III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?

No, the aim is to improve completion rates for all students

III.25.1. Please specify the groups of students that are targeted:

III.25.2. Please also provide the full reference(s) to all relevant document(s):

III.26. In your country, are there any specific measures to improve retention rates of first year students?

No

III.26.1. Please describe the measures:

III.26.2. Please also provide the full reference(s) to all relevant document(s):

III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?

Yes, there are financial incentives encouraging students to complete their studies within a limited period of time

III.27.1. Please provide details on the incentives that exist in your country:

The majority of students pay for their studies, therefore it is a natural financial incentive for them to complete the studies within the limited period of time. Also students that profit from the state funded study placements, have to complete studies on time, otherwise they are losing the state funded placement. Completion of studies within a limited period of time has been one of the prerequisites for becoming eligible for the ESF scholarships for graduate and PhD studies. Loans may be received for period of time not longer than that intended for the acquisition of the relevant study programme and the programmes have to be successfully acquired by the loan recipients.

III.27.2. Please also provide the full reference(s) to all relevant document(s):

Regulations regarding Stipends [<http://likumi.lv/doc.php?id=93004#p4&pd=1>]

Procedures for the Allocation, Repayment and Cancellation of a Study Loan and Student Loan from the Resources of Credit Institutions with the Government Guarantee [<http://likumi.lv/doc.php?id=25577>]

III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 No

III.28.1. Please provide details how:

III.28.2. Please also provide the full reference(s) to all relevant document(s):

III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?

No

III.29.1. Please provide details:

III.29.2. Please also provide the full reference(s) to all relevant document(s):

III.30. Comments

III.31. Are student completion rates systematically measured in your country?

- Yes, at the end of the 1st cycle
 Yes, at the end of the 2nd cycle
 No, completion rates are not measured

III.31.1. Please also provide the full reference(s) to relevant document(s):

III.31.2. Comments

III.32. In your country, are completion rates calculated for underrepresented groups of students?

Please choose..

III.32.1. Please specify for which underrepresented groups data is calculated:

III.32.2. Please also provide the full reference(s) to relevant document(s):

III.33. Based on your official data, please provide the following information:

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring

Completion rate of 1st cycle programmes, most recent available year:Year

Completion rate of 1st cycle programmes, most recent available year:not available

Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring

Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year

Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available

Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring

Completion rate of 2nd cycle programmes, most recent available year:Year

Completion rate of 2nd cycle programmes, most recent available year:not available

Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring

Completion rate of 2nd cycle programmes 5 years earlier:Year

Completion rate of 2nd cycle programmes 5 years earlier:not available

Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring

Completion rate of programmes not divided into two cycles, most recent available year:Year

Completion rate of programmes not divided into two cycles, most recent available year:not available

Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring

Completion rate of programmes not divided into two cycles 5 years earlier :Year

Completion rate of programmes not divided into two cycles 5 years earlier :not available

III.34. Comments

III.35. Are student drop-out rates systematically measured in your country?

Yes, at the end of each year

III.35.1. Please also provide the full reference(s) to relevant document(s):

It is not measured directly, but can be estimated based on student numbers.

III.36. In your country, are drop-out rates calculated for underrepresented groups of students?

No

III.36.1. Please specify for which groups data is calculated:

III.36.2. Please also provide the full reference(s) to relevant document(s):

III.37. In your country, how are students who change study programme considered?

They are counted as "drop-outs" from the programme in which they enrolled

III.37.1. Please specify

III.38. Are data on drop-out rates publicly available in your country?

Yes

III.38.1. Please specify by which organisation and how frequently:

Annual reports on higher education statistics by the Ministry of Education and Science [<http://www.izm.gov.lv/>]

III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:

Report on higher education statistics [<http://izm.izm.gov.lv/registri-statistika/statistika-augstaka.html>]

III.39. Based on your official data, please provide the following information:

Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	
Drop-out in first year of 1st cycle programmes, most recent available year:Year	
Drop-out in first year of 1st cycle programmes, most recent available year:not available	x
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available	x
Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	21,9%
Drop-out in 1st cycle programmes, most recent available year:Year	2012
Drop-out in 1st cycle programmes, most recent available year:not available	
Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Drop-out in 1st cycle programmes 5 years earlier:Year	
Drop-out in 1st cycle programmes 5 years earlier:not available	x
Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	20,5%

Drop-out in 2nd cycle programmes, most recent available year:Year	2012
Drop-out in 2nd cycle programmes, most recent available year:not available	
Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Drop-out in 2nd cycle programmes 5 years earlier:Year	
Drop-out in 2nd cycle programmes 5 years earlier:not available	x
Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	21.6%
Drop-out in programmes not divided into two cycles, most recent available year:Year	2012
Drop-out in programmes not divided into two cycles, most recent available year:not available	
Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	
Drop-out in programmes not divided into two cycles 5 years earlier :Year	
Drop-out in programmes not divided into two cycles 5 years earlier :not available	x

III.40. Comments

III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.

III.42. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

III.42.1. Please specify

Commonly, the larger the HEI, the more services it can offer.

III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?

Yes, advice is available to ALL prospective students

III.44. Information, advice and guidance services are provided to prospective HE students...

- by upper secondary schools:free of charge
- by upper secondary schools:for a fee
- by higher education institutions:free of charge
- by higher education institutions:for a fee
- by external services:free of charge
- by external services:for a fee
- by other service providers:free of charge
- by other service providers:for a fee

III.44.1. Please specify which other service providers offer information, advice and guidance services:

III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:

III.44.3. Comments

III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:

No

III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?

III.46.1. There are measures/incentives encouraging HEIs to provide...

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

introductory courses ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

tutoring or mentoring programmes ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

support to acquire learning skills and/or organisational skills ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):
other measures / incentives ""

III.46.3. Comments

III.47. In your country, is public funding allocated to improve career guidance services in HEIs?

- Yes, to career guidance services for current students
 Yes, to career guidance services for graduates/alumni
 No

III.47.1. Please provide the details here:

III.47.2. Please also provide the full reference(s) to relevant document(s):

III.48. In your country, are there any career guidance services targeting underrepresented groups of students?

Yes ▼

III.48.1. Please provide the details on such services here:

Taking into account the small size of the country, the career guidance services targeting underrepresented groups (e.g. persons with disabilities) are offered by NVA Services for Unemployed and Job-seekers -Ministry of Welfare.

III.48.2. Please also provide the full reference(s) to relevant document(s):

NVA Services for Unemployed and Job-seekers -Ministry of Welfare [www.nva.gov.lv/]

Data entry: (IV_Fees_support_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

IV.1. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind? (Contributions to student unions are not included!)

Yes ▾

IV.2. Which home students at public higher education institutions have to pay fees?

- 1st cycle All students Specific groups of students No students No answer
2nd cycle All students Specific groups of students No students No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

1st cycle:Most common amount 1200
1st cycle:Minimum amount 903
1st cycle:Maximum amount 4876
2nd cycle:Most common amount 1400
2nd cycle:Minimum amount 918
2nd cycle:Maximum amount 6571

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

1st cycle:Most common amount
1st cycle:Minimum amount
1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

2nd cycle:Most common amount
2nd cycle:Minimum amount
2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

- Need
 Merit
 Part-time/Full-time/Distance learning
 Field of study

IV.5. Concerning fees, are international students treated differently in your country from home students?

Yes ▾

IV.6. Which amount of fees do international students pay in the first and second cycle?

1st cycle international students:Most common amount no information
1st cycle international students:Minimum amount 903
1st cycle international students:Maximum amount 12000
2nd cycle international students:Most common amount no information
2nd cycle international students:Minimum amount 918
2nd cycle international students:Maximum amount 15000

IV.7. Who defines the fee amounts?

- 1st cycle home students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle home students HEIs HEIs, within limits set by government Government Other No answer
1st cycle international students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle international students HEIs HEIs, within limits set by government Government Other No answer

IV.7.1. Please specify

IV.8. Comments

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.

IV.10. Please shortly describe what kinds of student financial support are offered in your country.

Merit based scholarships available only for those students who are studying in state funded study places. The amount for these scholarships is 99.60 euros a month, 10 months a year and 14 % of students in these state funded study receive them.

Also student loans are available for covering of study costs. There are two kinds of loans. One is for covering the study cost and one is for covering the necessary social costs. The amount depends on the study direction (each study direction has a maximum limit of costs that can be borrowed and this amount can cover the cost of studies in most study programmes. In order to get this loan applicant must have a guarantor with a valid income source and the government covers the interest rates during the study period. Also in certain conditions the state can cover the cost themselves.

IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.

There is a chance to apply for a study loan directly for studying abroad. The rules are in many ways similar to previously mentioned study loan rules.

IV.12. Do at least some students receive public financial support in the form of grants/scholarships?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.13. What is the proportion of students receiving grants/scholarships by cycle?

% of students receiving grants:First cycle 5%

% of students receiving grants:Second cycle 7%

IV.14. Can students use grants/scholarships for studying abroad?

Some grants are portable

IV.15. Are there any additional requirements for using the grant/scholarship abroad?

Yes

IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.

Citizenship:Grant 1

Citizenship:Grant 2

Citizenship:Grant 3

Citizenship:Grant 4

Residency:Grant 1

Residency:Grant 2

Residency:Grant 3

Residency:Grant 4

Recognised HEIs/programmes only:Grant 1

Recognised HEIs/programmes only:Grant 2

Recognised HEIs/programmes only:Grant 3

Recognised HEIs/programmes only:Grant 4

Course load (e.g. full-time):Grant 1

Course load (e.g. full-time):Grant 2

Course load (e.g. full-time):Grant 3

Course load (e.g. full-time):Grant 4

Only certain countries:Grant 1

Only certain countries:Grant 2

Only certain countries:Grant 3

Only certain countries:Grant 4

Only certain study programmes (e.g. where mobility is mandatory):Grant 1

Only certain study programmes (e.g. where mobility is mandatory):Grant 2

Only certain study programmes (e.g. where mobility is mandatory):Grant 3

Only certain study programmes (e.g. where mobility is mandatory):Grant 4

Equivalency condition:Grant 1

Equivalency condition:Grant 2

Equivalency condition:Grant 3

Equivalency condition:Grant 4

Programme not available in the national system:Grant 1

Programme not available in the national system:Grant 2

Programme not available in the national system:Grant 3

Programme not available in the national system:Grant 4

Other:Grant 1

Other:Grant 2

Other:Grant 3

Other:Grant 4

IV.16.1. If there is more than one type of grant, please specify:

IV.16.2. Which other requirements exist?

Basically everything depends on the respective grant schema or bilateral scholarship agreement criteria.

IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).

About 6,9 % (2142 students) took out a study loan and about 2 % (613) took out a social loan in 2013. The number of students who took out a student loan is steadily declining in the recent years (in 2009 these numbers were 2 times higher).

Data source: 2013 Study and science administration data about study loans.

IV.19. Can students use loans for studying abroad?

Some loans are portable

IV.20. Are there any additional requirements for using the loan abroad?

Yes ▼

IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.

Citizenship:Loan 1	<input type="text" value="1"/>
Citizenship:Loan 2	<input type="text" value="1"/>
Citizenship:Loan 3	<input type="text" value="0"/>
Citizenship:Loan 4	<input type="text" value="0"/>
Residency:Loan 1	<input type="text" value="1"/>
Residency:Loan 2	<input type="text" value="1"/>
Residency:Loan 3	<input type="text" value="0"/>
Residency:Loan 4	<input type="text" value="0"/>
Recognised HEIs/programmes only:Loan 1	<input type="text" value="1"/>
Recognised HEIs/programmes only:Loan 2	<input type="text" value="1"/>
Recognised HEIs/programmes only:Loan 3	<input type="text" value="0"/>
Recognised HEIs/programmes only:Loan 4	<input type="text" value="0"/>
Course load (e.g. full-time):Loan 1	<input type="text" value="1"/>
Course load (e.g. full-time):Loan 2	<input type="text" value="1"/>
Course load (e.g. full-time):Loan 3	<input type="text" value="0"/>
Course load (e.g. full-time):Loan 4	<input type="text" value="0"/>
Only certain countries:Loan 1	<input type="text" value="0"/>
Only certain countries:Loan 2	<input type="text" value="0"/>
Only certain countries:Loan 3	<input type="text" value="0"/>
Only certain countries:Loan 4	<input type="text" value="0"/>
Only certain study programmes (e.g. where mobility is mandatory):Loan 1	<input type="text" value="0"/>
Only certain study programmes (e.g. where mobility is mandatory):Loan 2	<input type="text" value="0"/>
Only certain study programmes (e.g. where mobility is mandatory):Loan 3	<input type="text" value="0"/>
Only certain study programmes (e.g. where mobility is mandatory):Loan 4	<input type="text" value="0"/>
Equivalency condition:Loan 1	<input type="text" value="0"/>
Equivalency condition:Loan 2	<input type="text" value="0"/>
Equivalency condition:Loan 3	<input type="text" value="0"/>
Equivalency condition:Loan 4	<input type="text" value="0"/>
Programme not available in the national system:Loan 1	<input type="text" value="0"/>
Programme not available in the national system:Loan 2	<input type="text" value="0"/>
Programme not available in the national system:Loan 3	<input type="text" value="0"/>
Programme not available in the national system:Loan 4	<input type="text" value="0"/>
Other:Loan 1	<input type="text" value="1"/>
Other:Loan 2	<input type="text" value="1"/>
Other:Loan 3	<input type="text" value="0"/>
Other:Loan 4	<input type="text" value="0"/>

IV.21.1. If there is more than one type of loan, please specify:

Loan 1 is covering tuition fee, Loan 2 is covering basic living costs. Both Loans do not come in one package - one has to apply for each of them separately. 4% of funds for loans are reserved for loans for studies abroad.

IV.21.2. Which other requirements exist?

The decision for loans to be used locally is met by the commission at the IIEI, the decision about providing loan for studies abroad are allocated by national commission. The maximum of the individual loan for studies abroad is decided upon by a commission and based on the tuition fee amount to be paid and the average living costs in the respective country.

IV.22. Additional comments on public grants and loans

Citizenship and residency must be that of the European Union.

IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

IV.24. Is there any additional public financial support for studying abroad?

Yes

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

- | | |
|---|------------------------------------|
| 1st cycle credit mobility:Study costs/ fees abroad (host institution) | <input type="button" value="0 v"/> |
| 1st cycle credit mobility:Travel costs | <input type="button" value="0 v"/> |
| 1st cycle credit mobility:Living cost difference | <input type="button" value="0 v"/> |
| 1st cycle credit mobility:Language courses | <input type="button" value="0 v"/> |
| 1st cycle credit mobility:Other | <input type="button" value="0 v"/> |
| 2nd cycle credit mobility:Study costs/ fees abroad (host institution) | <input type="button" value="0 v"/> |
| 2nd cycle credit mobility:Travel costs | <input type="button" value="0 v"/> |
| 2nd cycle credit mobility:Living cost difference | <input type="button" value="0 v"/> |
| 2nd cycle credit mobility:Language courses | <input type="button" value="0 v"/> |
| 2nd cycle credit mobility:Other | <input type="button" value="0 v"/> |
| 1st cycle degree mobility:Study costs/ fees abroad (host institution) | <input type="button" value="1 v"/> |
| 1st cycle degree mobility:Travel costs | <input type="button" value="0 v"/> |
| 1st cycle degree mobility:Living cost difference | <input type="button" value="0 v"/> |
| 1st cycle degree mobility:Language courses | <input type="button" value="0 v"/> |
| 1st cycle degree mobility:Other | <input type="button" value="0 v"/> |
| 2nd cycle degree mobility:Study costs/ fees abroad (host institution) | <input type="button" value="1 v"/> |
| 2nd cycle degree mobility:Travel costs | <input type="button" value="0 v"/> |
| 2nd cycle degree mobility:Living cost difference | <input type="button" value="0 v"/> |
| 2nd cycle degree mobility:Language courses | <input type="button" value="0 v"/> |
| 2nd cycle degree mobility:Other | <input type="button" value="0 v"/> |

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

- | | |
|---|------------------------------------|
| 1st cycle credit mobility:Study costs/ fees abroad (host institution) | <input type="button" value="0 v"/> |
| 1st cycle credit mobility:Travel costs | <input type="button" value="0 v"/> |
| 1st cycle credit mobility:Living cost difference | <input type="button" value="0 v"/> |
| 1st cycle credit mobility:Language courses | <input type="button" value="0 v"/> |
| 1st cycle credit mobility:Other | <input type="button" value="0 v"/> |
| 2nd cycle credit mobility:Study costs/ fees abroad (host institution) | <input type="button" value="0 v"/> |
| 2nd cycle credit mobility:Travel costs | <input type="button" value="0 v"/> |
| 2nd cycle credit mobility:Living cost difference | <input type="button" value="0 v"/> |
| 2nd cycle credit mobility:Language courses | <input type="button" value="0 v"/> |
| 2nd cycle credit mobility:Other | <input type="button" value="0 v"/> |
| 1st cycle degree mobility:Study costs/ fees abroad (host institution) | <input type="button" value="1 v"/> |
| 1st cycle degree mobility:Travel costs | <input type="button" value="0 v"/> |
| 1st cycle degree mobility:Living cost difference | <input type="button" value="0 v"/> |
| 1st cycle degree mobility:Language courses | <input type="button" value="0 v"/> |
| 1st cycle degree mobility:Other | <input type="button" value="0 v"/> |
| 2nd cycle degree mobility:Study costs/ fees abroad (host institution) | <input type="button" value="1 v"/> |
| 2nd cycle degree mobility:Travel costs | <input type="button" value="0 v"/> |
| 2nd cycle degree mobility:Living cost difference | <input type="button" value="0 v"/> |

2nd cycle degree mobility:Language courses

2nd cycle degree mobility:Other

IV.26.1. Please specify which other additional public loans are available for studying abroad:

IV.27. Additional comments

IV.28. Are there any specific eligibility criteria for receiving additional public financial support?

IV.29. Please specify the eligibility criteria for receiving additional public financial support.

If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1

Need-based criteria:Grant/loan 2

Need-based criteria:Grant/loan 3

Need-based criteria:Grant/loan 4

Merit-based criteria:Grant/loan 1

Merit-based criteria:Grant/loan 2

Merit-based criteria:Grant/loan 3

Merit-based criteria:Grant/loan 4

Course load (e.g. full time):Grant/loan 1

Course load (e.g. full time):Grant/loan 2

Course load (e.g. full time):Grant/loan 3

Course load (e.g. full time):Grant/loan 4

Criteria based on field of studies:Grant/loan 1

Criteria based on field of studies:Grant/loan 2

Criteria based on field of studies:Grant/loan 3

Criteria based on field of studies:Grant/loan 4

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4

IV.29.1. If there is more than one type of grant or loan, please specify:

For orphans there is no need to have a guarantee for the loan. Scholarships for pregnant nonworking students is available.

IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:

IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:

Regulation "The procedures for the allocation and repayment of a study loan and student loan from the State budget resources" and the Law on Stipends.

IV.31. Additional comments

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

Student

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

67% of PhD students study at state funded study places in Latvia. At public HEI's 74% of PhD students are financed by the state.

IV.34. Please explain any differences in the fees that third cycle candidates are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

The study fees are higher for PhD students even though only a small part is paying them. Also the study loan system is different (in terms of maximum available cost) but this system has a price differentiation between 1st and 2nd cycle study programmes.

Also, it must be noted that state scholarships are different from 1st and 2nd cycle students. Every PhD student in state funded study place gains a scholarship and the available amount is higher and the duration is longer. The PhD in total has 2 scholarships everyone can receive (one needs to be paid back if the student hasn't gained their PhD degree) with a total sum of 200 euros per month.

IV.35. Additional comments on doctoral education

Data entry: (V_Employability)

V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?

Yes ▾

V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).

Guidelines for Education Development 2014–2020: foresee restructuring the higher education system by managing the number of students in certain study fields according to the estimates about the future job market. For this also it is planned to increase the involvement of employers thus helping to meet the estimated demand in the job market for educated specialists. As a result of these activities the youth unemployment shall decrease.

V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?

Yes ▾

V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).

Guidelines for Education Development 2014–2020 acknowledge that the underrepresented groups are at higher risk of unemployment.

V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?

Yes ▾

V.2.1. Are there initiatives in labour market/skills forecasting on national level?

Yes ▾

V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?

Yes ▾

V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).

Ministry of Economics [www.em.gov.lv] and State Employment Agency [<http://nva.gov.lv>] are regularly forecasting the tendencies on the labour market on short term (semi-annually, annually and ad hoc) [http://www.nva.gov.lv/docs/17_512b448439f7a1.02878743.pdf], middle term and long term [http://www.em.gov.lv/images/modules/items/tsdcp/darba_tirgus/EMZino_21062013.pdf].

V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes ▾

V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).

Ministry of Education and Science applies this information for allocating state funded study places.

V.3. In your country, are employers involved in higher education planning and management?

Yes ▾

V.3.1. How are they involved?

Curriculum development in higher education

Employers have to be involved Employers can be involved Employers are not involved No answer

Teaching

Employers have to be involved Employers can be involved Employers are not involved No answer

Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions

Employers have to be involved Employers can be involved Employers are not involved No answer

Participation in governing bodies of HEIs

Employers have to be involved Employers can be involved Employers are not involved No answer

V.3.2. Please provide the details and the source of evidence here.

Employers are involved in preparation of professional study program curricula; they are invited to hold lectures; according to the Law on Higher Education Institutions, convention of advisors consults the senate and rector in strategic matters for the development of the institution of higher education. Employers are part of this convention. Employers' Confederation of Latvia [<http://www.ddk.lv>] represents the employers in different working groups at sectoral/national/regional bodies.

V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.

V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?

Yes ▾

V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).

Commonly it is public funding provided from municipalities for regional activities, or sometimes part of national programs [an example of project aimed at developing cooperation model between municipality-HEI-employers: Materiālu testēšanas un rūpniecisko procesu pārbaudes laboratorija <http://www.kvestnesis.lv/?menu=DOC&id=149670>]. Often funds for such projects are allocated through European funds.

V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?

Yes

V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).

The quality assurance system requires involvement of stakeholders. Employers especially tightly are involved in processes of professional study programs.

V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).

In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?

Yes, requirements exist regarding the inclusion of work placements/practical training in other programmes

V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).

These requirements are specified in two laws:

1. Law on 1st cycle professional higher education state standard
2. Law on 2nd cycle professional higher education state standard

V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.

1st cycle	<input type="radio"/>	0%	<input type="radio"/>	1-10%	<input type="radio"/>	11-30%	<input type="radio"/>	31-50%	<input type="radio"/>	51-70%	<input checked="" type="radio"/>	71-99%	<input type="radio"/>	100%	<input type="radio"/>	Not available	<input type="radio"/>	No answer
2nd cycle	<input type="radio"/>	0%	<input type="radio"/>	1-10%	<input type="radio"/>	11-30%	<input type="radio"/>	31-50%	<input checked="" type="radio"/>	51-70%	<input type="radio"/>	71-99%	<input type="radio"/>	100%	<input type="radio"/>	Not available	<input type="radio"/>	No answer
1st and 2nd cycle combined	<input type="radio"/>	0%	<input type="radio"/>	1-10%	<input type="radio"/>	11-30%	<input type="radio"/>	31-50%	<input checked="" type="radio"/>	51-70%	<input type="radio"/>	71-99%	<input type="radio"/>	100%	<input type="radio"/>	Not available	<input type="radio"/>	No answer

V.4.2.1. Please provide the source information here.

Report on higher education in Latvia 2013/2014. The estimate is based on the assumption that all students in professional study programmes have to participate in work placements/practical training as obligatory part of their studies.

V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?

No

V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?

No

V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).

V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?

- Yes, within a funding formula
- Yes, as a performance-based mechanism
- Yes, within a different funding mechanism (please specify)
- No

V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).

V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?

Yes

V.6.1. Are there tracer studies conducted on national level?

Yes

V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
- On an ad hoc basis

V.6.1.2. Are there tracer studies conducted on regional level?

Yes

V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
- On an ad hoc basis

V.6.1.4. Are there tracer studies conducted on institutional level?

Yes

V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.

These tracer studies are done based on surveys with an ad hoc regularity.

Example of tracer studies:

Augstskolu absolventu turpmākie izglītības un profesionālie ceļi Latvijā / Zane Cunska, Juris Krūmiņš. - Literatūra: 51.lpp. // Starpdisciplinārāte sociālajās zinātnēs : vai tā sniedz atbildes uz mūsu izaicinājumiem augstākajā izglītībā un pētniecībā? Rīga : LU Akadēmiskais apgāds, 2012. 35.-52.lpp. : att., tab.

V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

No ▼

V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).

Data entry: (VI_Lifelong_learning)

VI.1. Do steering documents for higher education in your country contain a definition of lifelong learning?

Yes ▼

VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):

The necessity for lifelong learning is mentioned in Guidelines for Education Development 2014–2020 in the chapter about “Encouraging principles of lifelong learning”. In this chapter the main principles about goals, objectives etc. of lifelong education are mentioned.

VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:

VI.2. Is lifelong learning a recognised mission of higher education institutions?

Yes, all institutions

VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:

No official legal requirements for HEI to offer lifelong learning.

Recognition of lifelong learning on a nation level: Guidelines for education development 2014–2020

VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:

VI.2.3. If necessary, please provide comments here:

VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.

Formal HE programmes provided under flexible arrangements

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Non-formal courses open to all (e.g. languages)

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Preparatory courses for HE entrance examinations

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Professionally-oriented upgrading of already achieved qualifications

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Tailor-made provision for industry

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?

No ▼

VI.3.2. Please specify which forms and provide % of HE institutions involved.

VI.3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.

VI.4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No ▼

VL4.1. Please explain these restrictions.

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

General public higher education budget (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Special budget for lifelong learning (%) "15"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from students (%) "75"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from business and industry (%) "10"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Other (%) "0"

VL5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.

There is no general public higher education budget allocated for lifelong learning provision. The special budget comes mainly through allocation on a project basis from European Funds.

VL5.2. If you have any further comments regarding this section, please provide them here:

VL6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?

Yes, HE policy focuses on promoting the flexible provision of HE studies/programmes

VL6.1. Please provide a short description of specific policy measures that exist in your country.

The legislation allows providing flexible learning pathways

VL7. Which of the statements on student statuses best describes the situation in your country?

There is only one status for all students (i.e. the status of student) without any further distinctions

VL7.1. Please explain what student statuses exist in your country and how you define them.

VL7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.

Yes, HE students can change the pace of their studies and follow de facto part-time studies

VL7.3. Please indicate which fees apply to students studying part-time.

VL7.4. Please indicate which fees apply to de facto part-time students.

De facto part-time students pay the same amount of fees for the same volume of study (i.e. the same number of credits) as students enrolled in typical study arrangements

VI.7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.

VI.7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.

De facto part-time students are eligible for a lower amount of financial support for the same volume of study (i.e. the same number of credits) than students following typical study arrangements (please specify in comments how the support is calculated)

Part time students cannot apply for state funded study places but they can apply for a study loan to cover tuition costs. They are not eligible for public scholarship, transportation cost support

VI.8. Are there any higher education programmes in your country designed as 'part-time' programmes?

Yes ▼

VI.8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.

The amount of fees are set by HEI's who have autonomy over this question. The way study process is organized can vary in different HEI's and study programmes. Students there are eligible for student loans but these programmes have no state funded study places and also no state scholarships.

VI.9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?

Higher education institutions have autonomy to decide but most of them offer part-time studies or other alternative forms of study

VI.9.1. If you have any further comments regarding this section, please provide them here:

VI.10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?

Yes

VI.10.1. Please choose the statement that best applies to your country-specific situation.

It is a legal right for candidates to have their prior non-formal and informal learning recognised towards fulfilment of a HE study programme and HE institutions must provide relevant procedures

VI.10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.

Recognition of non-formal and informal learning can only lead to a limited number of credits (please use comments to specify the maximum amount of credits)

VI.10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.

Please also specify whether this possibility is commonly used in practice.

VI.10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.

Law on Higher Education Institutions [<http://likumi.lv/doc.php?id=37967>] Augstskola vai koledža izvērtē personas iepriekšējā izglītībā vai profesionālajā pieredzē sasniegtus studiju rezultātus un, ja tie atbilst attiecīgas studiju programmas prasībām, atzīst tos, kā arī piešķir attiecīgus kredītpunktus. Profesionālajā pieredzē sasniegtus studiju rezultātus drīkst atzīt profesionālās vai akadēmiskās studiju programmās, turklāt tikai 30 procentus no profesionālās vai akadēmiskās studiju programmas kredītpunktiem drīkst piešķirt, atzīstot profesionālajā pieredzē sasniegtos studiju rezultātus. Iepriekšējā izglītībā vai profesionālajā pieredzē sasniegtu studiju rezultātu atzīšanas kārtību un kritērijus nosaka Ministru kabinets. Par studiju rezultātu atzīšanu vai atteikumu tos atzīt tiek pieņemts individuāls lēmums. Lēmumu un to pamatojošus dokumentus pievieno attiecīgajai personas lietai. Augstskolas vai koledžas pieņemto lēmumu var apstrīdēt tās rektoram vai direktoram.

Regulation on the process of recognition at the HEI: [<http://likumi.lv/doc.php?id=242653>]

VI.10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?

Yes

VI.10.4.1. Please specify these requirements.

Specific age requirements (please specify)

Requirements related to the duration of prior professional experience (please specify)

par sasniegtajiem studiju rezultātiem iespējams piešķirt vismaz vienu kredītpunktu

Other (please specify)

VL10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?

There are no official data and it is impossible to provide estimates

VL10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).

VL10.5.2. Please indicate the source and the reference year.

VL10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?

There are no official data and it is impossible to provide estimates

VL10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.

VL10.6.2. Please indicate the source and the reference year.

VL10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.

VL10.6.3. If you have any further comments regarding this section, please provide them here:

VL11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?

No ▼

VL11.1. Please specify what they are.

Data entry: (VII_Internationalisation_mobility)

7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes ▼

7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

7.1.2. Please specify:

The short term planning document Higher education and science development action plan 20.11.2013-31.12.2014 sets the aim of ensuring a quality higher education that is research based and internationally competitive. In order to achieve this aim, the action plan enlists "the internationalization of the higher education and science, as well as the increase of the international competitiveness" as one of the three main action directions. It aims to reach the ratio of 4,5% of international students within the total number of students of Latvia. Latvia's education development guidelines 2014–2020 set the objective to increase the number of foreign students, local students with international experience and foreign academic staff. The "Latvia 2030" sustainable development strategy foresees increasing the ratio of international students in Latvia's higher education till 10% from the total number of students in Latvia. Law on Higher education institutions stipulates that as of 01.09.2014 at least 5% foreign guest professors are teaching at the HEIs (currently 4%). e.g. scholarships for foreign students, development of www.studyinlatvia.lv portal hosting all the higher education programmes offered in foreign languages in Latvia, adjustment of normative acts and amendments of laws

7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
- Specific Department in the Ministry responsible for Higher Education
- Agency for the internationalisation of higher education
- Stakeholder organisations
- Other

7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

7.3. Does your country have a formal national strategy for internationalisation of higher education?

No ▼

7.3.1. Please provide a reference and link to the document (if available, also in English):

7.3.2. Has the impact of the strategy been assessed?

Please choose.. ▼

7.3.2.1. Please specify by whom, and provide a reference/link:

7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

1-25%

7.3.3.1. Please provide a source for this information:

This is an estimate based on conducted survey of HEIs.

7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

76-99%

7.3.4.1. Please provide a source for this information:

This is an estimate based on conducted survey of HEIs.

7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility:Outgoing mobility yes

Credit mobility:Incoming mobility yes

Degree mobility:Outgoing
mobility

Degree mobility:Incoming mobility yes

7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

No ▼

7.4.1.1. Please specify:

7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

Yes ▼

7.4.2.1. Please specify:

Internationalization plans related to post-doctoral experience abroad, increased ratio of foreign guest lecturers teaching at higher education institutions, creation of joint programmes etc.

7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

No ▼

7.5.1. Please specify:

7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

Yes

7.6.1. Please name and describe them:

e.g. scholarships for foreign students

7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?

No

7.7.1. Please explain this funding, and how it is allocated:

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

No, such practice is not required and would be very unusual

7.8.1. Please provide a reference:

7.9. Do any higher education institutions have campuses abroad?

No

7.9.1. How many campuses do your higher education institutions have abroad?

7.9.2. In which countries do they have these campuses?

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

Yes

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) "2"

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) "3"

7.11. Does your country have main regions of operation for international student mobility?

Yes

7.11.1. Which are the main regions of operation for student mobility?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

7.11.2. Please specify

7.11.3. Does your country have main regions of operation for joint/double degrees?

Yes

7.11.4. What are the main regions of operation for joint/double degree programmes?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.5. Please specify

7.11.6. Does your country have main regions of operation for campuses abroad?

No

7.11.7. What are the main regions of operation for campuses abroad?

- EHEA
- No EU EHEA

- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.7.1. Please specify

7.11.8. Does your country have main regions of operation for international cooperation in research?

Yes

7.11.9. What are the main regions of operation for international cooperation in research?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

No

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.11.1. Please specify

7.12. Comments:

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.1.1. Please specify:

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
- Recognition
- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students

Personal and family life

7.13.2.1. Please specify:

Based on the survey of HEIs

7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:

Specific study cycles Yes No No answer

Specific fields of studies Yes No No answer

Credit mobility Yes No No answer

Degree mobility Yes No No answer

7.14.1. Please specify:

7.15. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

Language related issues for incoming mobility are somewhat tackled with obligatory language courses offered by the HEIs.

The ERASMUS+ programme is starting in 2014 and the government currently considers allocating state co-funding for the programme.

In the end of 2013, the Ministry of Education and Science organized a workshop with main stakeholders participating, in order to find out the main issues the HEIs that are striving to internationalize, are facing. On basis of the results amendments in legislation and normative acts will follow.

Several HEIs have joined into consortium (Higher Education Export Association of Latvia, www.studylatvia.eu) aiming at promoting Latvia and the incoming student mobility (mainly-degree mobility). This consortium is actively interacting with different institutions in order to remove the obstacles for incoming student mobility and to improve the study experience in Latvia. In cooperation with the Ministry of Foreign Affairs a "travelling consulate" project has been developed, which alleviates the problems the foreign students face once they need to apply for Latvian visa since there are not many Latvian Embassies out there. With changes being initiated by the consortium, in cooperation with other governmental institutions, several bottleneck legislative documents experienced amendments: e.g. the visa application process was simplified.

In January 2014 the Higher Education Export Association founded "Study in Latvia" centre in Chennai, India. The centre is raising awareness on education opportunities in Latvia and will act as a hub between HEIs and stakeholders both in Latvia and India. The close cooperation with involved stakeholders, especially the Ministry of Foreign Affairs, Academic Information Centre, Ministry of Internal Affairs and Ministry of Education and Science has resulted in opening of Latvian Embassy in Delhi, India. This has significantly decreased the costs that students from India, wishing to go for studies in Latvia, had to bear, having to go to Beijing, China for getting their visa done.

Supported by the Academic Information Centre and Investment and Development Agency of Latvia the HEIs are supported in their awareness raising activities in higher education fairs abroad. To motivate and to inform the foreign prospective degree students, HEIs of Latvia conduct different activities abroad, e.g. meet the prospective students in person while attending the fair, holding lectures. Conclusion of bilateral cooperation agreements at the governmental level have promoted the availability of scholarships for the students wishing to study abroad, promoting thus the mobility also among countries that currently typically do not send or receive students.

7.16. Has your country monitored the effects of these measures/programmes?

7.16.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.16.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.16.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.17. Comments:

7.18. Do you have a central website which provides information about all mobility schemes for national and international students?

7.18.1. Please provide a link to the website:

www.viaa.gov.lv

7.18.2. Is the website linked to Bologna website?

7.19. Do your national institutions/agencies responsible for internationalisation:

Provide information on the EHEA, with links to other national systems and European programmes

7.19.1. Please provide a link to such information:

www.viaa.gov.lv
www.aic.lv

7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?

7.20.1. Do students have to pay additional fees?

7.20.2. Are there any other differences? Please specify:

No, there aren't

7.21. Comments:

7.22. Since 2012, has your higher education minister participated in:

- the 2012 Bologna Policy Forum
- other bilateral and/or multilateral ministerial dialogues
- international events other than ministerial meetings

7.22.1. Please specify with which countries:

7.22.2. What were the main higher education issues addressed in these events?

7.23. Comments:

7.25. Are there national policy goals regarding staff mobility in higher education?

Yes ▼

7.25.1. Please specify and provide reference:

Guidelines for education development in Latvia 2014–2020 stipulates plans to increase foreign staff ratio within academic community, post-doctoral experience exposure etc.

7.26. Are there any national mobility programmes for higher education staff?

- Researchers Yes No No answer
- Teaching staff Yes No No answer
- Doctoral candidates Yes No No answer
- Technical staff Yes No No answer
- Administrative staff Yes No No answer
- International officers Yes No No answer
- Guidance counsellors Yes No No answer
- Others Yes No No answer

7.26.1. Please provide details and a link for further information on relevant programmes

Guidelines for education development in Latvia 2014–2020

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

- Researchers Yes No No answer
- Teaching staff Yes No No answer
- Doctoral candidates Yes No No answer
- Technical staff Yes No No answer
- Administrative staff Yes No No answer
- International officers Yes No No answer
- Guidance counsellors Yes No No answer
- Others Yes No No answer

7.27.1.1. Please specify any targets that exist:

5% incoming foreign teacher staff

7.27.2. Does your country define quantitative targets for any outgoing mobility?

- Researchers Yes No No answer
- Teaching staff Yes No No answer
- Doctoral candidates Yes No No answer
- Teaching staff Yes No No answer
- Administrative staff Yes No No answer
- International officers Yes No No answer
- Guidance counsellors Yes No No answer
- Others Yes No No answer

7.27.2.1. Please specify any targets that exist:

There are none

7.28. For each staff group, is information collected on participation rates in mobility?

- Researchers Yes No No answer
- Teaching staff Yes No No answer
- Doctoral candidates Yes No No answer
- Technical staff Yes No No answer
- Administrative staff Yes No No answer
- International officers Yes No No answer
- Guidance counsellors Yes No No answer
- Others Yes No No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

7.29. Are there any mechanisms to reward staff who participate in mobility?

Career development advantages Yes No No answer

Financial benefits Yes No No answer

Non-financial benefits Yes No No answer

Other Yes No No answer

7.29.1. Please specify how staff who participate in mobility are rewarded:

he system of cyclic re-election of academic staff in Latvia promotes the competition among the candidates and mobility is considered an advantage
Scholarships or grants, paid semester off lecturing once in 6 years that can be used also for mobility
And recognition as a non-financial benefit

7.30. Is there a website which provides information about all international mobility schemes for staff?

No

7.30.1. Please provide a link:

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Immigration restrictions "4"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Recognition issues "8"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Language issues "3"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of funding "1"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Administrative burden "7"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of personal motivation and interest "5"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Incompatibility of pension and/or social security systems "6"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Legal issues "2"

7.31.1.1. Additional comments:

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Immigration restrictions "8"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Recognition issues "7"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Language issues "4"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of funding "2"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Administrative burden "1"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of personal motivation and interest "3"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Incompatibility of pension and/or social security systems "5"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Legal issues "6"

7.31.2.1. Additional comments:

7.32. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

The country is actively participating in different mobility schemes, e.g. ERASMUS+, Nordplus.

7.33. Has your country monitored the effects of these measures/programmes?

No

7.33.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.33.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.33.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration: