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Ministry of Education and Science of the Republic of Latvia

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Bologna Follow-Up Group Secretariat

Latvia's National Action Plan 2024–2027

Latvia's response focuses on the current situation, progress achieved, and remaining challenges related to the implementation of the key commitments. Where relevant, we also outline national priorities and ongoing measures addressing commitments agreed in the Tirana Communiqué and previous EHEA Ministerial Communiqués.

	Current situation	Key challenges
ECTS and Qualifications Frameworks	Fully implemented at national level in two phases (2009–2011 and 2013–2019), the Latvian Qualifications Framework (LQF), aligned with the European Qualifications Framework (EQF), was established, referenced, and consolidated through legislative amendments and the inclusion of LQF/EQF levels in qualification documents, ensuring transparency and international comparability.	Integrating micro-credentials into the Latvian Qualifications Framework (LQF) and its alignment with the European Qualifications Framework (EQF) raises challenges related to level assignment, quality assurance, and their relationship to full qualifications. Due to their flexible and smaller scope, there is a risk of system fragmentation without clear rules on stackability and links to learning outcomes. Latvia is addressing these issues through an ongoing pilot project. Its results, expected in 2027, will guide the next steps for integrating micro-credentials into the LQF and EQF.
Recognition	Latvia has fully implemented a comprehensive system for the	Future challenges relate primarily to consistent implementation, institutional

	academic and professional recognition of foreign qualifications. Academic recognition is carried out by the Academic Information Centre (ENIC/NARIC), while professional recognition follows national legislation aligned with EU Directive 2005/36/EC. Latvia also participates in automatic academic recognition agreements within the Baltic States and the Baltic–Benelux framework (EQF levels 5–8). Overall, recognition procedures are clearly regulated and operational.	interpretation, and the integration of new learning formats such as micro-credentials.
Quality Assurance	Latvia has fully implemented quality assurance. Currently, the only external cyclical Higher education institution evaluation procedure is within the framework of the accreditation of study fields. The Higher Education Quality Agency as a structural unit of the Academic Information Centre – the Accreditation Department – was established in March 2015 and began full operation on 1 July 2015. The function of further conducting accreditation of higher education institutions was transferred to The Academic Information Center. The Higher Education Quality Agency was established to fulfill The Standards and Guidelines for Quality Assurance in the European Higher Education Area) (further– ESG) requirements. Since 2018, the Higher Education Quality Agency has been included in the European Quality Assurance Register for Higher Education (EQAR) and is also a full-fledged institution of the European Association for Quality Assurance in Higher Education (ENQA).	Accreditation of the study fields does not provide a complete overview of the higher education institution itself. Thus, currently institutional accreditation is being implemented to improve the process of assessment of the quality of higher education and strengthening the quality culture of institutions. Cyclic institutional accreditation is planned to be introduced gradually starting from 2025. From 2025 until 2027, a pilot project will be carried out in three higher education institutions in accordance with the new accreditation system and regulation. Starting from 2028 cyclical institutional accreditation will be carried out for all institutions. Its implementation will result in reduced duplication of various existing quality assurance procedures, reduced administrative burden, and costs of assessment procedures. The cyclic institutional accreditation process includes three stages – compliance with the assessment criteria, quality assessment and accreditation decision-making.

Social Dimension of HE	In the social dimension, Latvia focuses on three key issues: 1. Institutional funding enables Latvia to move closer to implementing the sixth principle: “The state should ensure adequate and sustainable funding and the autonomy of higher education institutions, allowing them to develop appropriate instruments that promote diversity, equity, and inclusion in higher education.” Institutional funding for universities will allow for a more flexible approach to study opportunities. 2. Statistics and monitoring concerning student well-being, risk groups, employment, etc. 3. Accessibility of higher education, ensured through infrastructure development, the application of universal design in the development of study materials, and the adaptation of teaching and learning methods. Link with an inclusive environment and quality assurance in the context of institutional accreditation (Institutional accreditation could include an assessment of the student support system.) Unified graduate survey – this has already been developed by the Latvian Students’ Association (LSA) as part of a procurement by the Ministry of Education and Science.	Some of the key challenges include limited funding for higher education institutions, which can be a challenge of successfully implementing institutional funding. Other key challenges include further development of monitoring system and data collection on students in risk groups and employment. The Cabinet of Ministers has tasked the Ministry of Education and Science with submitting an informational report for consideration by December 31, 2026, with proposals for the development of inclusive education at the higher education level, ensuring synergy with the principles and guidelines of the social dimension throughout the European higher education area.
Internationalisation and mobility	Latvia has established a comprehensive framework for internationalisation and mobility in higher education, supported by institutional strategies and national guidance such as the State Education Development Agency guidelines “<i>Go International</i>”. The Law on Higher Education Institutions, particularly Section 55.1, provides the legal basis for	National policy for internationalization must be strengthened and developed to encourage institutions in supporting mobilities and developing long-term collaborations with other institutions abroad. Ministry of Education and Science together with State Education Development Agency is developing

	joint study programmes and the issuance of joint and double degrees. Recognition of prior learning and credit transfer are regulated by Cabinet of Ministers Regulation No. 505 on the recognition of competences acquired outside formal education and previous study results, as well as Cabinet Regulation No. 932 on commencing studies at later stages. Staff mobility is promoted through grant schemes and legal provisions, including Section 3(7) of the Law on Higher Education Institutions requiring at least 5% visiting academic staff and Section 40 enabling the recruitment of visiting professors and lecturers. Universities also implement blended mobility through Blended Intensive Programmes and support student mobility via Erasmus+ studies and traineeships, demonstrating that internationalisation and mobility are legally regulated and operational.	Internationalization strategy (proposed for 2028-2033) which will address issues such as balanced and inclusive mobility, responsible migration in higher education and emphasize on talent attraction and retention. In December 2025, Cabinet of Ministers approved the informative report “On the Improvement of the Legal Regulation of the Residence of Third-Country Nationals in Latvia” which was prepared at the initiative of the Ministry of Interior Affairs, evaluating the current trends in the entry and residence of third-country nationals, data on the entry, residence, and expulsion of third-country nationals, as well as compiling information provided by supervisory state institutions on problems identified in practice and possible solutions. This report has different measures relevant to higher education policy – admissions, responsible migration (the ability to penalize universities for violations), student monitoring etc.
Diploma Supplement	Fully implemented since 2004, the Diploma Supplement has been mandatory for all higher education diplomas. The content of the Diploma Supplement is regulated by Annex 7 of Cabinet of Ministers Regulation No. 202 of April 16, 2013, “<i>Procedure for Issuing State-Recognized Higher Education Documents.</i>” The Diploma Supplement complies with the model developed by the European Commission, the Council of Europe, and the United Nations Educational, Scientific and Cultural Organization (UNESCO/CEPES). The	Latvia’s future challenges in improving the Diploma Supplement, even after fully adopting the Bologna Process, include ensuring consistent and high quality descriptions of learning outcomes across institutions, standardising the use of EQF/LQF qualification levels, strengthening the clarity and comparability of information for joint and crossborder degrees, integrating microcredentials into qualification documentation in line with evolving European expectations, and addressing institutional capacity gaps as European Higher Education Area and European Education Area policies increasingly emphasize clearer, more

	supplement is designed to provide objective information and to ensure academic and professional recognition of education documents. The Diploma Supplement includes information on the nature, level, context, content, and status of the studies successfully completed by the person named in the diploma. It does not include statements on the assessment or equivalence of education documents, nor recommendations regarding their recognition. Information is provided in all eight sections of the Diploma Supplement. If information is not provided in any section, the reason is indicated.	transparent, and internationally comparable qualification information.
Student-Centred Learning	In 2017 The Academic Information Center published report “<i>Student-centered education approach in universities/colleges in Latvia</i>”. The report was based on the questionnaire on student-centered learning in Latvia. Following student-centered learning dimensions were defined: student involvement in the study process and content development; learning outcomes; mobility; social dimension; teaching and learning methods; learning environment; development of academic staff competencies; student activities outside studies. Throughout student-centered learning, students are granted not only duties but also the power to be involved in the decision-making process. In 2022 Eurostudent VIII report was published in Latvia, describing various topics, including student-centred learning and teaching therefore relevant data was acquired.	Current challenge – to create regulation for cyclical institutional accreditation and evaluation and including student-centered criteria assessment.
Three-Cycle System	It has been fully implemented since 2022. The laws have been	

	amended, and new terminology is being used in the higher education. And changes in Latvian laws of education also come into force since 2022.	
Microcredentials	Micro-qualification Pilot Project 2024–2027. In the third quarter of 2024, Latvia launched a pilot initiative for micro-qualifications. The pilot will be open to universities of applied sciences, universities of culture and the arts, applied sciences higher education institutions, and colleges. According to the Higher Education Institutions Law, universities and universities of applied sciences play a central role in developing lifelong learning programmes that respond to labour market needs and help secure the human resources required for the country's economic, social, and societal development. The coordination of the pilot is planned to be assigned to the university of applied sciences or higher education institution with the strongest track record in facilitating cooperation between institutions.	The main challenges during the pilot project are aligning an equal and clearly understandable opinion on what exactly the microcredential will be, or as it is currently referred to in Latvia – microqualifications or micro-certificates. From the Ministry's side, one of the key challenges is understanding what this will be – professional development, further professional education, or course modules where, by completing them, you could later enroll in a higher education program at a later stage and obtain a diploma faster. These are some of the challenges the Ministry is facing, as universities do not yet have a unified opinion on this.
Digitalization	Latvia is gradually implementing a large-scale digitalization of the higher education study process, with the full rollout planned to be completed by the end of 2029. Led by the Ministry of Education and Science and funded by the European Social Fund Plus, the initiative aims to create a modern, flexible and student-centred learning environment through shared digital solutions adopted step by step across institutions. The modernization includes integrated digital resource and library management with AI-supported search, modern internship management, study	Key challenges may include the complex integration of different university IT systems and ensuring interoperability across institutions, addressing data privacy and cybersecurity risks, overcoming resistance to change among academic staff and students, providing sufficient digital skills training and technical support, guaranteeing equal access to reliable digital infrastructure, securing long-term funding and maintenance of shared platforms, aligning solutions with European education systems, and effectively coordinating timelines and collaboration among multiple stakeholders involved in the project.

	process evaluation systems and improved personal data management for student research. As the project progresses, universities will introduce e-diplomas, student e-records, unified internship and digital library systems, and paperless administrative procedures, enabling automated data exchange between public institutions and reducing administrative burden. Students will gain more flexible learning opportunities such as cross-institution course selection, micro-credentials and personalised study pathways, while supporting lifelong learning and easier re-entry into education. Implemented in two phases with a total budget of €33.4 million, the project is expected to improve efficiency, reduce costs through shared platforms and strengthen the quality, sustainability and international competitiveness of Latvia's higher education system, with digital systems covering institutions representing at least 80% of students by 2029.	
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The action plan presented below outlines Latvia's planned activities, priorities, and expected progress in implementing the Bologna Process commitments by 2027, including relevant policy developments, regulatory measures, and initiatives supporting higher education reforms.

Main progress to be achieved by 2027 in Latvia:

- **Microcredentials** - The main objective is to develop the first micro-qualifications / micro-credentials at the higher education level. In addition, an analysis of the relevant legal and regulatory framework should be carried out, and based on the findings, proposals for amendments to the legislation should be made.
- **Institutional funding** – From 1 January 2024 to 31 December 2026, a pilot project is being implemented to introduce an institutional funding model for higher education institutions — the allocation of state budget subsidies to ensure the core functions of a higher education institution. The pilot project is carried out in state higher education institutions that have expressed their consent and for which the

Cabinet of Ministers has adopted a decision on participation in the pilot project. Starting from 2027, following the conclusion of the pilot project, it will be possible to assess what changes will need to be introduced in the Latvian higher education system.

- **Implement cyclic institutional accreditation** - it is planned to discontinue the current quality assurance procedures currently in place — the evaluation and accreditation of study fields. Institutional cyclical accreditation will begin starting from 2028, meanwhile from 2026 till 2027 a pilot project will take place to test out the new regulation.

- **Other Bologna Process Commitments** - Work on the remaining Bologna Process commitments is ongoing, and Latvia's representatives continue to actively contribute to the work of the Bologna working groups. Their involvement ensures that Latvia remains aligned with the agreed European higher education priorities and takes part in shaping policy developments at the European Higher Education Area level.

- **Digitalization** - Latvia's large-scale digitalisation of the study process is fully in line with the Bologna Process principles of transparency, mobility and student-centred learning. By introducing shared digital systems, e--diplomas and student e--files, as well as enabling cross--institutional course choice and micro-credentials, Latvia is strengthening recognition, portability and seamless data exchange across the European Higher Education Area. These reforms will make higher education more flexible, accessible and interoperable, supporting lifelong learning and improving students' ability to move between institutions both within Latvia and across Europe.

The tables below outline the concrete actions foreseen by Latvia for 2024–2027 to implement the Bologna Process commitments, address the identified challenges, and achieve the expected outcomes. Actions include legislative and policy measures, coordination activities, data collection and monitoring, stakeholder consultations, capacity-building events, and communication initiatives.

1) ECTS and Qualifications frameworks

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027 (Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]
Qualifications frameworks	Include a note on microcredentials	If necessary, qualifications frameworks will be adjusted with microcredentials.	2025-2028		
ECTS	Fully implemented from 31.12.2024 in National level	-	N/A	N/A	N/A

2) Recognition

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027 (Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]
Automatic Academic Recognition between the Baltic and Benelux States and Ireland, Poland;	Inclusion of new partner countries (Ireland, Poland) and accession in the treaty	Automatic academic recognition between Baltic and Benelux States and Ireland and Poland	2027	N/A	N/A

3) Quality assurance

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027 (Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]
Implement a cyclical institutional accreditation pilot project	To test the developed institutional accreditation model, a pilot project or pilot accreditation will be implemented, the results of which will be equivalent to full-fledged institutional accreditation.	Successful accreditation of three higher education institutions and proof of systems and regulations to be ready for cyclical institutional accreditation starting from 2028.	2027	No	Upon the completion of the pilot project, it will be possible to determine which amendments to the existing legislation are required to enable all higher education institutions to implement the proposed approach. Consequently, certain legislative changes may enter into force before 2027, while others may only become applicable after 2027.

4) Social dimension

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027 (Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]
Institutional funding pilot project	The institutional funding approach represents the most significant change in	The objective of the Ministry of Education and Science is to establish a funding system that	January 2024 - December	Partially	Upon the completion of the pilot project, it will be possible to determine which amendments to

	the financing of higher education over the past 30 years, since the introduction of the system of state-funded and fee-paying study places. The institutional funding pilot project is currently being implemented	achieves multiple goals, including more efficient use of public funding, increased institutional autonomy in the fulfilment of institutional missions, the ability to ensure adequate funding per student, and the capacity to provide targeted student support. Institutional funding entails granting greater autonomy to higher education institutions in order to enable them to pursue more ambitious objectives and achieve higher performance outcomes.	2026		the existing legislation are required to enable state-funded higher education institutions to implement the proposed approach. Consequently, certain legislative changes may enter into force before 2027, while others may only become applicable after 2027.
Informational report with proposals for the development of inclusive education at the higher education level	The Cabinet of Ministers has tasked the Ministry of Education and Science with submitting an informational report for consideration by December 31, 2026, with proposals for the development of inclusive education at the higher education level, ensuring synergy with the principles	Informational report on the current situation and practices.	2026-2027		

	and guidelines of the social dimension throughout the European higher education area.				
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5) Microcredentials

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027 (Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]
Microcredential pilot project	The microqualification pilot project aims to create a supportive programme that helps to develop the country's first microqualifications. This initiative will lay the groundwork for designing and delivering short, targeted learning opportunities that respond to real labour market needs.	The main objective is to develop the first microqualifications / microcredentials at the higher education level. In addition, an analysis of the relevant legal and regulatory framework should be carried out, and based on the findings, proposals for amendments to the legislation should be made. Suggestions should also be provided for defining the term "microcredentials". It is important to emphasize that, in developing micro-credentials, institutions must collaborate with employers to ensure that the skills acquired meet current labor market needs. Special support is given to microcredentials developed in cooperation with international partners, as this allows for the	2024-2027	No	Upon the completion of the pilot project, it will be possible to determine which amendments to the existing legislation are required to enable all higher education institutions to implement the proposed approach. Consequently, certain legislative changes may enter into force before 2027, while others may only become applicable after 2027.

		integration of international best practices not only in academia but also in the professional environment. As the term “microcredential” is not yet formally defined in the national context, during the project implementation, microcredentials will be treated as professional development programs within higher education.			
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6) Other Bologna commitments

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027 (Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]
Student-centred learning and Teaching	Latvia's Sustainable development plan mentions measures related to learning and teaching encourage student-centred approaches, innovation in pedagogy, and the use of digital solutions, contributing to improved teaching quality, learning outcomes, and accessibility. Furthermore, the action strengthens implementation and monitoring capacities by supporting the development of performance indicators,	Enhanced institutional	2024-2030	No	

	monitoring mechanisms, and data-informed decision-making. This enhances policy implementation, accountability, and the sustainability of higher education reform; improved quality of learning and teaching through innovative and student-centred approaches.				
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Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027 (Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]
Internationalization	Developed Internationalization strategy project for better guidance of internationalization policy in Latvia	Internationalization strategy accepted in Cabinet of Ministers	2025-2027		

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027 (Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]
Digitalization	The implementation of this project will significantly improve the study experience and accessibility	The expected outcomes of the project include the creation of a modern, flexible and student-centred digital study environment	2025-2029	Partially	By 2027, the project is expected to be in active implementation, with initial digital

	by offering students the opportunity to choose courses from different universities in Latvia and across Europe, obtain micro-credentials and create individually tailored study plans. As part of the digitalization process, e-diplomas, student e-records and unified internship management and digital library systems will be introduced, enabling the transition to paperless procedures. This will reduce the administrative burden for both students and university staff while allowing automatic data exchange between public institutions. Returning to studies will also become easier for adults, promoting lifelong learning and professional skills development. The introduction of shared systems is expected to ensure more efficient use of public resources, reducing costs by 10–15% compared with individually developed solutions.	across Latvia's higher education institutions by 2029, improving accessibility and the overall study experience through cross-institution course selection, micro-credentials and personalised learning pathways, while introducing e-diplomas, student e-records, unified internship management and digital library systems that enable paperless processes and automated data exchange between public institutions. The initiative is expected to reduce administrative burden for students and staff, support lifelong learning and easier re-entry into education for adults, ensure more efficient use of public resources with estimated cost reductions of 10–15% through shared platforms, expand innovative digital solutions across both public and private institutions via collaborative development and grant programmes, and ultimately strengthen the quality, sustainability and international competitiveness of Latvia's higher education system, with digital systems covering institutions that educate at least 80% of students by the end of			platforms, pilot solutions and shared systems introduced in several universities, but the full rollout and coverage across institutions representing at least 80% of students is planned to be completed by the end of 2029.
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	The initiative will be implemented in two phases with total funding of €33.4 million, of which 85% is covered by the European Social Fund Plus. In the first phase, development and implementation will be carried out by the Joint Service Centre (JSC), formed by four research universities — the University of Latvia, Riga Stradiņš University, Latvia University of Life Sciences and Technologies, and Riga Technical University. The aim of the JSC is to design and develop innovative shared digital solutions that support the growth of the entire higher education system. Students represented by these four universities account for more than 66% of all students in Latvia, or approximately 49,200 students.	2029.			
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