

Seminārs par Boloņas procesa rezultātiem Latvijā

Prezentācija par informāciju, kas sagatavota
iesniegšanai Eiropas kopējā ziņojuma
veidošanai

A.Rauhvargers,
Rektoru padomes ģenerālsekretārs

Eiropas kopīgā ziņojuma veidošana

Ziņojuma sagatavošanas starptautiska darba grupa,
vadītāji A. Rauhvargers (LV) un Ģ Dondelinger (LUX)

Datu ieguve un apstrāde

Eurostat

Eurostudent

Eurydice

Statistika

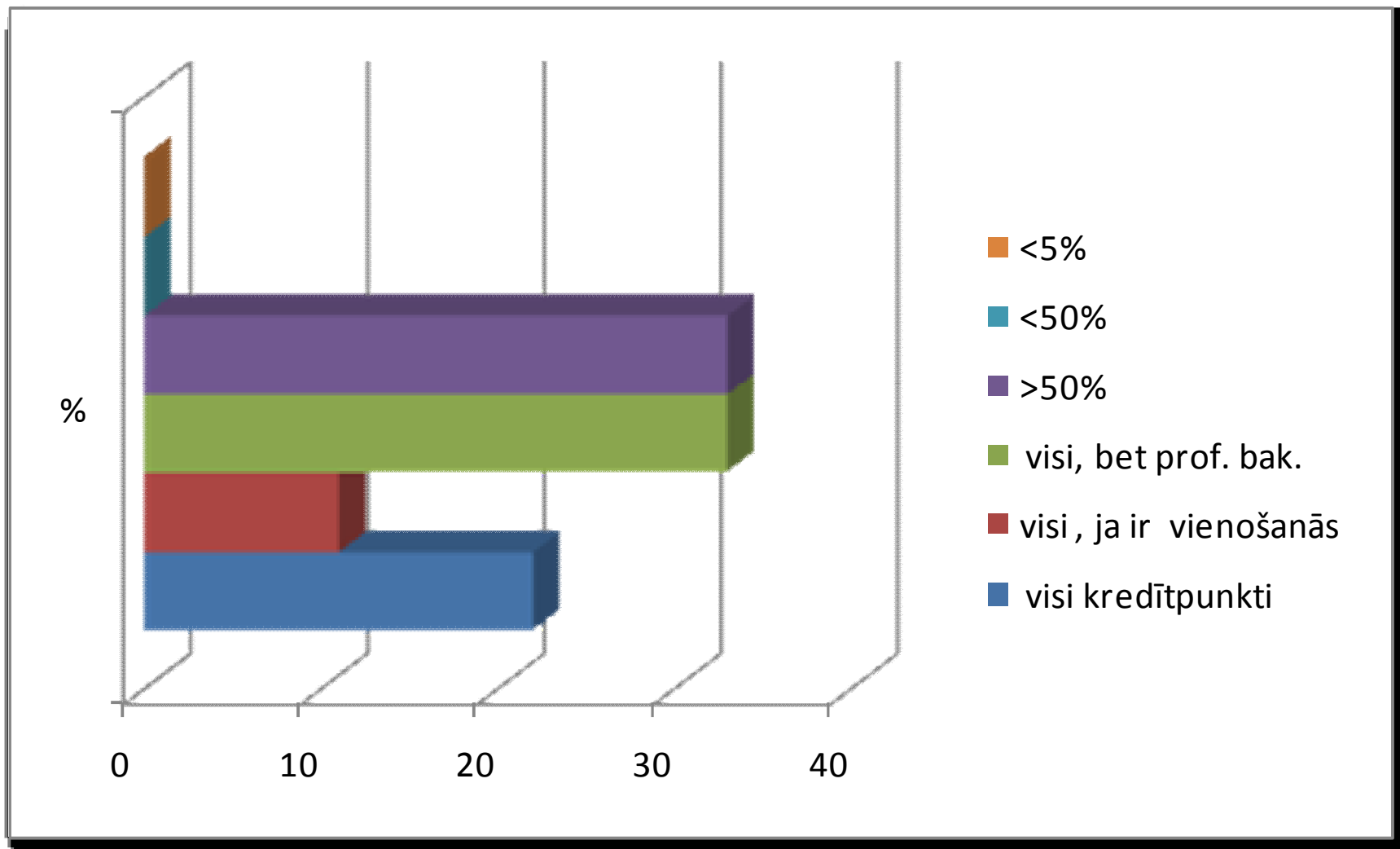
*Kvalitatīvā analīze,
ziņojuma izveidošana*

PDF export

Survey name (ID): DRAFT - Part 1.1 BFUG Data
Collection on Context and Structures - DRAFT
(93485)

<p>Do your steering documents for higher education policy explicitly take account of demographic projections for your country?</p>	<p>No [N]</p>
<p>Which of the following statements correspond to your higher education system?</p>	
<p>Higher education institutions are either public or private</p>	<p>Yes [Y]</p>
<p>Comment</p>	
<p>All higher education institutions are public</p>	
<p>Comment</p>	
<p>Other</p>	<p>HE programmes can be academic or professional</p>

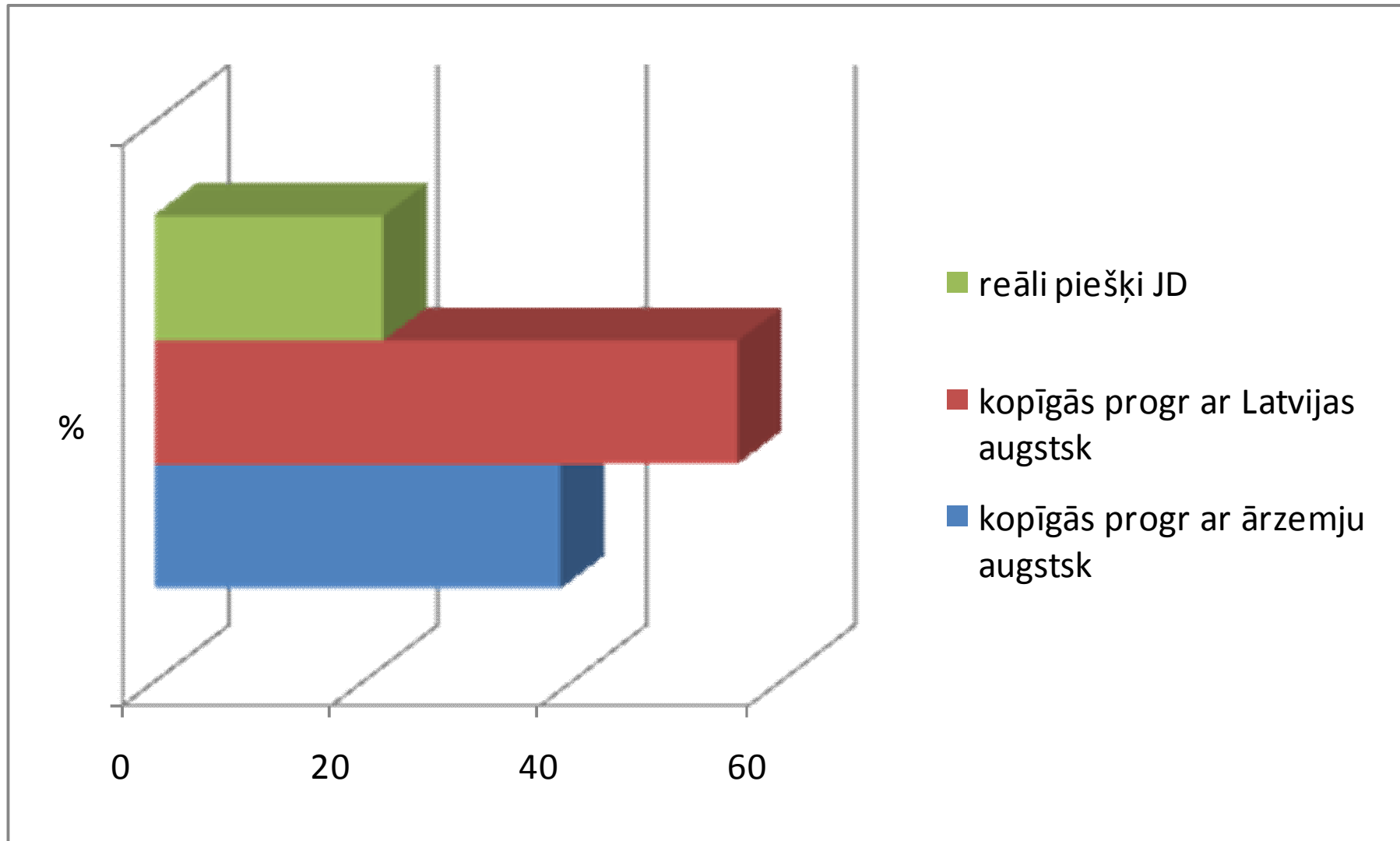
Īsā cikla (koledžas) programmu kredītpunktu ieskaitīšana



Lai iestātos 2. cikla programmā:

	Eksāmens			Papildus kursi			Darba pieredze		
	Jā	Nē	Daļai	Jā	Nē	Daļai	Jā	Nē	Daļai
Visu veidu studentiem	8	6	0	0	9	2	0	9	2
1. cikla grāds citā jomā	6	7	1	3	7	4 0	3	5	5
1. cikla grāds citā augstskolā	5	7	0	1	5	3	0	8	3

Kopīgie grādi



Survey name (ID): DRAFT - Part 1.2 BFUG Data Collection on student-centred learning - DRAFT (82196)

Do your **steering documents** mention the concept of **student-centred learning**? Yes [Y]

How do **steering documents** in your country define **student-centred learning** in higher education? Yes, but only in the reform plan of higher education, not in any legislation

5. [IX.1.4] Lūdzu atzīmējiet zemāk minēto aspektu nozīmīgumu Jūsu augstskolā (1-nenozīmīgs, 5- ļoti nozīmīgs)

	1	2	2	4	5
<u>Patstāvīga mācīšanās</u>	0	1	0	5	11
<u>Mācīšanās mazās grupās</u>	0	1	20	7	7
<u>Mācībspēku tālākizglītība</u>	0	0	3	9	8
<u>Iepriekš (t.sk. neformālā ceļā)</u>	3	1	6	4	3
<u>Iegūtas izglītības atzīšana</u>					
<u>Studiju rezultāti</u>	0	0	0	4	14
<u>Studentu sekmju vērtēšana, balstoties uz studiju rezultātu sasniegšanu</u>	0	0	1	3	13
<u>Pasniedzēju/studentu skaita attiecība</u>	0	1	4	9	4
<u>Studentu novērtējums pasniegšanai</u>	0	0	0	13	5

Please provide a reference for your steering documents covering student-centred learning. Cabinet regulation on education clasification (2010), Instructions for peer groups for evaluation visits of HEI and programmes

Please provide any additional relevant comments for consideration regarding the student-centred learning. In the recnt years studnet - centered learning has become important topic in HEIs

Are learning outcomes defined in your national steering documents? If so, please provide the definition.

No

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

No [A1]

Comment ECTS credits are of course
awarded only when the tasks have
been completed and assessment

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

Yes, this is done through advisory measures (guidelines, recommendations etc) [A2]

Does your country provide specific support measures on the national level?

Seminars for HEIs on learning outcomes, organised by ENIC/NAIC, Rectors' Conference and Ministry, inclusion of student centered learning issues in staff further training courses

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

Yes, this is done through advisory measures (guidelines, recommendations etc) [A2]

Comment

Over at least 5 years around 10 national Bologna seminars have taken place where these issues have been emphasized. They are included in the upgrading courses of HE teaching staff.

Does your country provide specific support measures on the national level?

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Comment

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

Compulsory Yes for some academic staff [A2]

Voluntary Yes for all academic staff [A1]

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

Yes [Y]

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

Accreditation regulations (Cabinet regulation Nr 821 of 2006 stipulates for existence of learning outcomes of the whole programme and its parts and accreditation procedures should verify their presence. The regulations are not so detailed to explicitly mention LOs in curriculum development and student assessment

Please provide any additional relevant comments for consideration regarding learning outcomes.

Learning outcomes currently are a central issue. High proportion of HEIs are currently work on their formulation. At the same time the understanding the meaning of LOs is not yet universal and has not reached all HE teaching staff.

IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

In your country, do you use

a national credit system compatible with ECTS [A2]

Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

The Latvian credits are defined as 40 credits for a full-time study year, which means that 1 Latvian credit is worth 1,5 ECTS credits. Through ongoing formulation of LOs to all courses and other parts of programmes the credits gradually become LO-based.

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

100% [A1]

In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?

75-99% [A2]

In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?

Combination of student workload and teacher-student contact hours [A5]

What is the number of hours per credit?	26.6
What is the number of student teacher contact hours per credit?	13.3
Please provide any additional relevant comments for consideration regarding ECTS implementation.	Number of contact hours should not exceed 50% of the total student workload so 20 contact hours per student is the maximum number
DIPLOMA SUPPLEMENT	
Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?	
All students	>75% of HEIs [A1]
Some students	0% [A5]
Upon request	0% [A5]
In certain fields of study	0% [A5]
No students	0% [A5]
Is there any monitoring of how employers use the Diploma Supplement?	No [N]

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

No [N]

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

Latvian. English

Is the Diploma Supplement issued

free of charge [A1]

Please provide any additional relevant comments for consideration regarding your diploma supplement.

In a small number of HEIs students who pay tuition fees get DS free in Latvian language but have to pay for DS in English

**NATIONAL QUALIFICATION
FRAMEWORKS (NQFs)**

Have you started the process to develop a National Qualification Framework in your country? Yes [1]

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

6. The NQF has been adopted in legislation or in other high level policy fora [6]

Please provide a reference for the decision to start developing a NQF.

In May, 2009 Rectors' Council established a working group to draft national cycle descriptors compatible with descriptors of EHEA-QF and EQF-LLL

Please provide a reference document for the adoption of the NQF.

Cabinet regulation No 931 of 05.10.2010 "On the amending the Regulation on education classification"

Are ECTS included in the NQF?	Yes [1]
Does a website exist in your country on which the National Qualification Framework can be consulted?	Yes [1]
Please provide the link to that website.	http://nki-latvija.lv/?

RECOGNITION OF QUALIFICATIONS

Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of academic study and work in your country?

Recognition for academic study Higher education institution [A1]

Recognition for professional employment Individual employers [A7]

Which of the following statements is specified in national legislation? Recognition of qualification provided that no substantive differences can be proven [A2]

Comment Here should have been possibility to choose all statements...

Please provide a reference to the relevant legislation. Law on HEIs, art 85

<p>What measures exist to ensure that these legal statements are implemented in practice?</p>	<p>Guidelines to HEIs by ENIC/NARIC centre, seminars for HEIs</p>
<p>Do higher education institutions typically:</p> <p>Other</p>	<p>make recognition decisions in faculties/departments [A2]</p>
<p>Are higher education institutions' recognition policy and practice typically evaluated in external Quality Assurance processes?</p>	<p>No [A2]</p>
<p>What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?</p>	<p>Guidelines for HEIs prepared by the ENIC/NARIC centre, seminars on recognition practices</p>
<p>Please provide any additional relevant comments for consideration regarding your system of recognition of qualifications.</p>	

68. [XIV.4] Kurā līmenī jūsu augstskolā tiek pieņemts lēmums par ārzemju diploma vai ārzemēs iegūtu kredītpunktu atzīšanu:

6 augstskolas centrālajā līmenī

11 fakultātes/nodaļas līmenī 1 atsevišķa mācībspēka līmenī

0- cita atbilde (lūdzu paskaidrot)

|

Kvalitātes nodrošināšana

Which situation applies in your country?	A single independent national agency for quality assurance has been established. [1]
Comment	QA agency exists since 1994 and the first accreditations took place in 1996
What is the main outcome of an external review?	A decision granting permission for the institution or programme to operate, or that is a pre-requisite for the institution or programme to operate [A1]
Does the outcome of an external review normally have an impact on the funding of the institution or programme?	Yes [1]
Please specify the normal impact of an external review.	Non-accredited programmes cannot have state subsidized study places.
Does the agency cover:	All higher education institutions [A1]
What is the main "object" of the external evaluations undertaken?	Institutions and programmes [A3]
Are all institutions and all programmes subject to external evaluation?	Yes [Y]

How are the positive outcomes of Quality Assurance evaluations made available to the public?

All information about the results (joint and individual evaluation reports of experts, positive decision of Accreditation Commission) is available to the public at the web site of the national agency for quality assurance (HEQEC): www.aiknc.lv. The list of positive decisions about accreditation of HEI and their study programmes is published once a year in official newspaper "Latvijas Vēstnesis".

How are the negative outcomes of Quality Assurance evaluations made available to the public?

All information about the results (joint and individual evaluation reports of experts, negative decision of Accreditation Commission) is available to the public at the web site of the national agency for quality assurance (HEQEC): www.aiknc.lv

Which of the following

issues are typically
included in external
quality assurance
evaluations?

Teaching Yes [Y]

Comment

Student support services Yes [Y]

Comment

**Lifelong Learning
provision** Yes [Y]

Comment

Research Yes [Y]

Comment

Employability Yes [Y]

Comment

**Internal Quality
Assurance/Management
system** Yes [Y]

Comment

CROSS-BORDER EVALUATION

**Does your national
quality assurance** No [A3]

system or legislative
framework **allow higher
education institutions to
choose a quality
assurance agency from
outside your country**
(instead of your national
quality assurance
agency)?

If no, please go to
section XVII.

**Which conditions apply
to the choice of a quality
assurance agency from
another country?** Other (please specify) [A3]

Comment

State **legislation does not mention** which
QA agency should be used. It theoretically
means that HEIs can freely chose any QA
agency without regard to its ENQA or EQAR
membership. However, **HEIs hesitate** to
chose outside agencies.

**EVALUATION OF THE
EXTERNAL QUALITY
ASSURANCE SYSTEM
AGAINST THE
STANDARDS AND**

**GUIDELINES FOR
QUALITY ASSURANCE IN
THE EUROPEAN
HIGHER EDUCATION
AREA (ESG)**

**Has the agency been
evaluated against the
European Standards and
Guidelines?**

**Yes, for the purpose of
ENQA membership** Yes [Y]

**Yes, for an application to
EQAR** Yes [Y]

**Yes, independently of
ENQA/EQAR**

If an evaluation has been conducted, was the application successful?

The application to ENQA was not successful. The application was not submitted to EQAR, because the forecast was negative.

Student involvement in governance structures of national quality assurance agencies

Yes [Y]

Comment

One member (from eight) of the Board of AIKNC (HEQEC) is from Latvian Students' Association. One organization (from twelve) of the Council of AIKNC (HEQEC) is Latvian Students' Association. (Statute of AIKNC (HEQEC))

As full members in external review teams

Comment

As observers in external review teams

Yes [Y]

Students in QA:

As observers in external review teams	Yes [Y]
Comment	In all Evaluation Commissions (external review teams) must be at least one representative delegated by Latvian Students' Association. (Accreditation regulations 03.10.2006. Cabinet Reg Nr.821)
In the preparation of self evaluation reports	Yes [Y]
Comment	
In the decision making process for external reviews	Yes [Y]

Foreign preers:

In governance structures of national QA agencies	Yes [Y]
As full members in external review teams	Yes [Y]
As observers in external review teams	
In the decision making process for external reviews	Yes [Y]

Academic staff involvement in QA

In governance structures of national QA agencies	Yes [Y]
As full members in external review teams	Yes [Y]
As observers in external review teams	
In the preparation of self evaluation reports	Yes [Y]
In the decision making process for external reviews	Yes [Y]
In follow-up procedures	
Other (please specify)	

Are there any formal requirements regarding the involvement of employers in external QA processes.

Yes [A1]

Comment In all Evaluation Commissions (external review teams) for the evaluation of professional study programmes must be at least one representative of employers delegated by HEI. (Accreditation regulations 03.10.2006. Cabinet Reg Nr.821)

Are there formal requirements for higher education institutions to develop internal quality assurance systems? Yes [A1]

Please specify these requirements and the relevant source.

“... 5. Quality assurance: 5.1. Constant operation of a quality improvement system, regular development and discussion of long-term development plans; 11. Quality assurance and guaranties: 11.1. annual discussion of positive and negative features, changes, opportunities and plans for development of the higher education programme, internal self-assessment and constant operation of a quality improvement system; ...” (Cabinet Reg.No. 821 , 2006)

Who is primarily responsible for deciding the focus of internal quality assurance processes? Higher education institutions [A1]

Are there formal requirements for students to be involved in internal quality assurance systems? No [A2]

Please go to Question XIX.6.

How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years? 0-<25% [A5]

How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards? More than 75% [A2]

Please describe what kind of arrangements are in place.

Internal arrangements include the first assessment of a programme before first admission of students, periodic re-approvals, ususally before the external review, yearly preparation of self-assessment reports, student surveys

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

All [A1]

How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?

50-<75% [A3]

Please provide a source for this information, and links to examples of critical/negative evaluations.

negative outcomes of external QA are published on the web of QA agency (both the self-assessment reports and reports of the peer groups are published. In addition, about half te HEIs say they publicize negatie outcomes - although sometimes in the internal intranet so it is not fully public.

Mūžizglītība augstākajā izglītībā

<p>What are the main forms of lifelong learning provision in which higher education institutions are involved in your country?</p>	<p>professional upgrading courses for employed individuals, requalification for unemployed, offering parts (courses, modules) of HE programmes to individuals or businesses), etc.</p>
<p>Is lifelong learning a recognised mission of higher education institutions?</p>	<p>Yes, of all institutions [1]</p>
<p>Comment</p>	<p>Vast majority of HEIs see LLL as their mission. It is not however requitre by legislation.</p>
<p>Are there legal requirements for higher education institutions to offer lifelong learning provision?</p>	<p>No [N]</p>
<p>Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?</p>	<p>Yes [Y]</p>
<p>Please explain these restrictions, and provide a reference to relevant legislation/regulations</p>	<p>Most HEIs see lack of RPL as a restriction for deelopment of LLL within HEIs.</p>

Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

Adults in employment Yes [Y]

Comment

Unemployed adults Yes [Y]

Comment

Retired citizens

Comment

Part-time students

Comment

Adults without higher education qualifications Yes [Y]

Comment

Other, please specify

Comment

Where does the funding of lifelong learning provision in higher education come from?

general higher education budget

Comment

special budget for lifelong learning

Yes [Y]

Comment

EU funds for support of re-qualification of unemployed

private contributions from students

Yes [Y]

Comment

Student fees are the main avenue of funding LLL

private contributions from business and industry

Comment

Other

funds of HEIs themselves

Other comment

(i.e. funds earned by HEIs, NOT state budget)

To what degree is the provision of lifelong learning in higher education funded from the public budget?

Mainly the part for training of the unemployed - in this area it is 100% public money

Lietotajs

Options



Atļauts atzīmēt 3 galvenos

BFUG data collection on the social dimension.

*** Does your country's higher education policy focus on promoting the flexible provision of higher education (e.g. changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning)?**

Yes

No

*** Does your country's policy on flexible provision of higher education contain a special focus linked to the goal of widening participation for underrepresented groups?**

Yes

No

*** Are there regulations or other policy measures regarding the relationship between employers and higher education institutions in fostering flexible learning?**

Yes

No

*** 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**

iestāšanās iespējama ar ISCED 3A līmeni

Route 1: general secondary school certificate

Route 2: vocational secondary school certificate

Route 3: n/a

Route 4: n/a

Route 5: n/a

PART-TIME STUDY

***In your country, is there any official status other than full-time student?**

Yes

No

***If yes, what formal status does exist?**

part-time studies

***How do you define it?**

kind of studies where less than 40 LV credits (60 ECTS) is earned per year

***What are the reasons for offering a different student status?**

to give chance to working students, students with children or others

***How are these students treated differently (e.g. fees, student support, etc.)?**

part-time students do not belong to the personnel of the HEI while full-time students do;

part time students are not eligible for scholarships but only for loans

*** Which one of the following statements best describes the current situation in your country?**

All higher education institutions are required to offer part-time studies

Higher education institutions have autonomy to decide, but most of them offer part-time studies

Higher education institutions have autonomy to decide and only a limited number offers part-time studies

Other

RECOGNITION OF PRIOR LEARNING

***In your country, is there a legislation regulating recognition of prior non-formal and informal learning?**

Yes

No

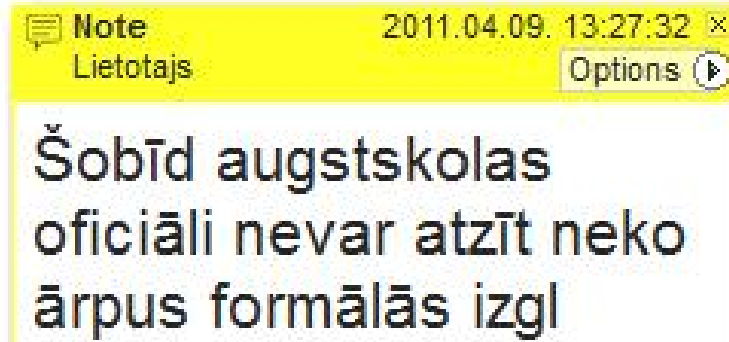
***Do your steering documents in higher education define prior learning?**

***In your country, apart from formal learning, what can be taken into account and recognised as prior learning in higher education?**

Prior non-formal learning (e.g. various non-certified courses)

Prior informal learning (e.g. work experience)

Other: 



***Based on your steering documents or legislation, can applicants for higher education have prior non-formal or informal learning assessed and recognised?**

Legislation expressly obliges higher education institutions to implement procedures for validation of non-formal and informal learning

Legislation expressly permits higher education institutions to implement procedures for validation of non-formal and informal learning

Legislation neither expressly permits nor prohibits higher education institutions to implement procedures for validation of non-formal and informal learning

Higher education institutions are prohibited by legislation from implementing procedures to validate non-formal and informal learning

***If recognition of prior non-formal or informal learning is permitted by legislation but is not a right, is it:**

Standard practice in most higher education institutions (75% +)

Standard practice in some higher education institutions (36 - 75%)

Standard practice in few higher education institutions (5 - 35%)

Very unusual practice in higher education institutions (less than 5%)

***What measures are in place to ensure that assessment of learning is based on reliable and valid evidence?**

Because RPL is not explicitly provided for in legislation, HEI practices are monitored by the Education Quality Service inspections (not to be confused with QA agency!)

***Is institutional practice in recognition of prior learning explicitly included in the quality assurance processes used to evaluate institutions and/or programmes?**

Yes

No

Social issues

8 [1.3.4.] Vai Jūsu augstskola fiksē, kuri studenti pieder pie īpaši atbalstāmām grupām –

<u>maznodrošinātajiem</u>	<u>Jā 13</u>	<u>Nē 5</u>	
<u>invalidiem</u>	<u>Jā 13</u>	<u>Nē 5,</u>	
<u>minoritātēm</u>	<u>Jā 0</u>	<u>Nē 14,</u>	<u>neatbild – 3</u>
<u>bāreņiem</u>	<u>Jā 12,</u>	<u>Nē 4,</u>	<u>neatbild: 1</u>
<u>studenti ar bērniem</u>	<u>Jā 11</u>	<u>Nē 5</u>	<u>neatbild – 1</u>
<u>Citas grupas</u>	<u>Jā 1</u>	<u>Nē 13</u>	<u>neatbild – 3</u>

30. [I.4.6A] No kādiem līdzekļiem augstskola veic pasākumus, lai palielinātu augstākās izglītības pieejamību?

3 - vispārējais izglītības budžets,

6 īpašs līdzekļi šiem nolūkiem (ES finansējums, citu juridisku un fizisku personu piešķirtas stipendijas;

11 augstskolas pašas līdzekļi

1 Nav nekādu pasākumu piekļuves palielināšanai

42. [I.6.1.s.] Vai jūsu augstskola seko līdzī studentu īpatsvaram, kuri pabeidz studijas?

14 jā, augstskola tam seko līdzī

4 nē

48. [I.7.1.] Kādus studentu servissus piedāvā jūsu augstskola?

9 studiju padomdošanas serviss (academic guidance)

5 karjeras padomdošanas serviss

4 psihologa padomi

4 citi

3 servisu nav

48. [I.7.1.] kas ir studentu servisu galvenie lietotāji?

14 visi studenti -

0 nepietiekoši pārstāvētās grupas

1 Citi

1 nav informācijas

70 [VI.2.] Vai jūsu augstskolā pastāv šādi citi nefinansiāli studentu atbalsta veidi:

subsidēts mājoklis

Jā 4 Nē 14

subsidēta veselības apdrošināšana

Jā 1 Nē 17

In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind?

Yes [1]

Contributions to student unions are not included!

In which currency are contributions to higher education institutions and other study costs paid in your country?

Latvian Lats

In principle, which home students at public higher education institutions have to pay fees?

During studies

Specific groups of students [2]

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

Need

Comment

Merit Yes [Y]

Comment There is merit-based contest for state funded study places in all disciplines

Part-time/Full-time/Distance learning Yes [Y]

Comment All part-time and distance students have to pay. state funded places are allocated only in full-time studies

Field of study Yes [Y]

Comment Proportion of state-funded study places is greater in sciences, engineering, computer sciences, medicine

Minimum amount 500 Lats (711 EUR) per year, 2133 EUR for BA progr

Maximum amount 4700 Lats (6687 EUR) per year, 33437 EUR per 5-year programme

Most common amount 850 Lats (1209 EUR) per year, 4233 EUR per 3,5 year BA progr

Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

three factors: field: lowest fees are in law and social sciences, higher fees in sciences and engineering, highest - dentistry and medicine; type of studies - fees are somewhat lower for distance studies level of studies: fees are higher in doctoral studies compared to BA and MA studies

Please provide the percentage of students paying the minimum and the maximum amount in the first cycle. If precise data are not available, please provide an estimate.

No fees (state funded places) - 34%
Smallest fees (estimate) - 3%
Most common (estimate) - 47%
Highest (estimate) 15%

Concerning fees, are international students treated differently in your country from home students? Yes [1]

Minimum amount not available

Maximum amount not available

Most common amount not available

According to your country's steering documents, students from which countries are considered international students? All non-residents of Latvia are considered international students. For the fees issue, however, EU and EEA students are treated same way as Latvian students

Who defines the **fee amounts for any student in the first cycle?**

Each higher education institution defines its own fees

Yes [Y]

Who defines the **fee amounts for any student in the second cycle?**

Each higher education institution defines its own fees

Yes [Y]

Do students have to pay compulsory contributions to student unions/representations?

No [2]

Grants and loans

Please identify the main focus of your country's student support system. A combination of grants and loans for students and of tax benefits for parents [7]

grants are available just to part of full-time students.

The following questions deal with public grants and loans separately.

If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.

grants are available just to part of full-time students.

Loans are available to all students. students or parents who have paid the tuition fees are eligible for tax reduction.

Does any student receive public financial support in the form of grants and/or scholarships? Yes, students of all cycles [1]

Comment

Which first cycle students are eligible for grants and/or scholarships? Specific groups of students [2]

Which groups of students receive grants and/or scholarships?

Need-based Yes [Y]

Comment orphans only

Merit-based Yes [Y]

Part-time/Full-time/Distance learning

Field of study

Other

only students having state funded study places are eligible to receive grants

Other comment

The 15% below means 15% of the state funded students.

What percentage of students receives a grant

15

Minimum	70 Lats/month
Maximum	70 Lats/month
Most common	70 Lats/month

Loans

Minimum first cycle	1030 Lats/year = 1466 EUR/year
Most common first cycle	1300 Lats/year = 1850 Eur/year
Maximum first cycle	4700 Lats/year = 6687 Eur/year
Are all second cycle students eligible to receive loans?	Yes [1]
What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.	
Minimum second cycle	1300 Lats/year = 1850 Eur/year
Most common second cycle	1500 Lats/year = 2134 Eur/year
Maximum second cycle	Lats/year = 10074 Eur/year

If different types of loans exist in your country, please provide the details here.

The loan described above ("study loan") is a loan aimed at paying tuition fee. In addition, a loan for subsistence ("student loan") of 120 Lats/month is available. Those loans are state-guarranteed.

What percentage of students takes out loans?

In the first cycle 20

In the second cycle 15

Of all students 18

Please explain the form of this guarantee/subsidy.

State guarantee is issued for taking loan from private banks. However, the private banks may in some cases disregard the state guarantee and require up to two private guarantees in addition. Loans are partly subsidized in 2 ways: 1) the bank interest in the 1st year after graduation is covered by state; 2) if the bank interest rate is above 5%, state covers the difference.

cancellation or reduction of debt incurred by students after completion of their studies

Income too low

Studies successfully completed on time

Exceptional merit in studies

Age or length of period in debt

Disability

For disabled persons of categories 1 and 2 state covers loans completely

Parenthood

Regarding "student loan" only - state reduces the loan for 30% for each child

Death

In the event of death of student state covers the loan,

Early repayment of loan

Please provide any additional relevant comments for consideration regarding your [grants](#) and [loan](#) system.

If the loan is repaid within 1 year after completion of studies, **state compensates the interest rate**

There are two types loans possible: 1) : "study loan" which is equal to the tuition fee paid by the student; 2) "student loan" meant for everyday subsistence which is limited to 120 Lats/month = 171 Eur/month. The two loans are guaranteed separately and have different rules for re-
navment

Subsidised accommodation

- “ Subsidized accommodation regards only the students who study in state -funded study place, i.e. curently around 34% students.
- “ The subsidy is included in the cost of a subsidized study place.