
GLOBALIZATION STRATEGIES AND HIGHER EDUCATION. A LATVIAN PERSPECTIVE

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Abstract: Globalization is a complex process that has different manifestations and poses several opportunities, challenges and even risks to universities all over the world. Globalization, defined as the flow of technology, economy, people, values, and idea across borders, is having a profound impact on most aspects of society and is a significant factor impacting the nature and function of higher education (Knight, 2004). As many scholars may agree I believe that globalization and its consequences can no longer be neglected in the overall strategic planning process or institutional policy development of any university. In this light, higher education institutions must approach globalization and respond to its implications in ways consistent with its current needs, priorities and circumstances. There is an urgent call for them to be well equipped with an well-defined and implanted globalisation strategy to tap and provide useful and simple planning tools to utilise global resources effectively. This paper seeks to investigate the problem of how and why few chosen universities from Latvia have responded to globalisation within the context of their strategic planning and their local, regional, national and global roles and responsibilities. The paper traces the chosen universities recent development and seeks to account for this in terms of institutional strategic planning. It seeks to document how these aspects of globalisation are perceived by university faculty and higher management.

Keywords: *Globalization, Higher Education, Globalisation Strategy, Academic Motives, Global Competitiveness*

Introduction

This paper seeks to highlight major issues in connection with institutional responses to the impact of globalisation with respect to responsibilities that range from being local to global in nature. Continuing, it explores higher education in the context of globalization, with a particular emphasis on academic motives for globalization and its part in the response to opportunities presented by globalization shown by the universities. The researcher is planning to encompass a consideration/evaluation of the specific country government policies and practices in relation to the theme as well as an evaluation of institutional responses of University of Latvia and RISEBA University to a range of issues, policies and strategies concerning globalization. Possible the extent of study is wider and includes other responses to globalization such as academic relevance and quality, curriculum development, mobility of programmes, and so forth.

Globalisation and Higher Education

Concerning the impact of globalization on the structure and processes of education worldwide and how far this can be considered a new phenomenon (Webb et al. 2006), to date there has been little agreement on how universities actively responded to globalization. Matthews and Sidhu (2005) argue that international education is a direct manifestation of globalization, concentrating their study only on its economic drivers, an interpretation that is lacking the direct response to globalization. While national and international strategies for remodeling existing methods and instruments of higher education management must develop (Goedegebuure et al. 1993; van Vught 1989, 1995; Cerych and Sabatier 1986; Olsen 2007), a drastic change of responsibilities and resources has to consequently shift towards a common model of higher education (Neave 1996; Bleiklie 2001; Trondal 2002). "Not all universities are (particularly) international, but all are subject to the same processes of globalisation – partly as objects, victims even, of these processes, but partly as subjects, or key agents, of globalisation" (Scott, 1998).

The Governments and Universities are implementing the variety of policies and programs to respond to globalization. These typically include sending students to study abroad, setting up a branch campus overseas, or engaging in some type of inter-institutional partnership. Higher education systems, policies and institutions are being transformed by globalization, which is "the widening, deepening and speeding up of worldwide interconnectedness" (Held et al. 1999, p. 2). The different higher education reforms and instruments are growing and developing (Malan 2004; Pechar and Pellert 2004; Tauch 2004), therefore the transformation of higher education can also be motivated by the impact of globalization with direct influence on the educational motives and institutional strategic management decisions of those institutions.

As Bradley Cook mentioned in his review on trends in education, the globalization theme in comparative education studies is most commonly used (Cook et al., 2004); a theme that is not adequately accounted for in the literature. This gap has been partially filled in by University of Bath School of Management doctoral thesis of Sally-Ann Burnett. (Burnett, 2008). This study explores how chosen universities, have responded or, should respond, to the impact of globalization on the Academic Motives of their Educational Programmes. It examines the globalization context and the processes and priorities in institutional responses that affect the short and long term educational managerial strategies. Nevertheless there is one good reason for this research to look into a more specific area of academic motives and strategic educational strategies.

Academic, Societal and Institutional Contribution to Knowledge

This paper contributes to knowledge by attempting to quantify how and why some universities are striving to take advantage of the opportunities presented by the impact of globalisation and consequently to increase their global competitiveness. It positions the responses to globalisation of chosen universities within the policy context that each university sets. In a world that is globalising rapidly, in which the central role of universities in the knowledge economy and in civil society is articulated more strongly and more widely than ever, we do not have a clear sense of what it takes or what it means to be a global university (Spanier and Thomas, 2007). This paper strives to contribute to this discourse. In a conceptual context, this research is exploring the various tiers of globalisation and to equate them to the overall responses to globalisation from the context of institutional strategic planning made by the different universities.

Higher Education Strategies in Latvia

Institutional arrangements set by national governments serve as the principle factors in shaping the dynamics of both structuring, regulating and financing where the government is a dominant factor influencing higher education institutions.

Owing to the fact that it provides legislative framework and molds the environment in which institutions operate, the state also is a powerful factor in private institution development (Geiger 1988, Levy 1999, Zumeta 1992, 1996, 1997). Besides general legislative and regulative framework, financial policies, which include taxes and subsidies, student aid (loans and grants) and direct appropriations to institutions, constitute key determinants of sector growth patterns.

The significance and urgency of examining the relationship between governmental policies and higher education growth patterns and strategies is something that scholars need to address. According to Arnhold, Nina and Ziegele, Frank and Vossensteyn, Hans and Kivisto, Jussi, Weaver, and Jason in the most recent report on higher education policy in Latvia: "Latvia's higher education sector is not currently governed by a comprehensive strategic plan, several programs, guidelines, and plans offer a vision for the sector and medium- and long-term goals or objectives:

- Growth Model for Latvia: the Man in the First Place (adopted by the Parliament of Latvia on October 26, 2005)
- Sustainable Development Strategy of Latvia until 2030 (adopted by the Parliament on June 10, 2010)
- National Reform Programme of Latvia for the Implementation of Europe 2020 Strategy (endorsed by the Cabinet of Ministers on April 26, 2011)
- National Development Plan of Latvia for 2014–2020 (adopted by the Parliament on December 20, 2012)
- Latvia Convergence Programme 2013 to 2016 (endorsed by the Cabinet of Ministers on April 29, 2013)
- Information Note on the Development of the Smart Specialization Strategy (endorsed by the Cabinet of Ministers on December 17, 2013)

- Partnership Agreement for the 2014 – 2020 EU Funds Programming Period (submitted to the European Commission on January 15, 2014)
- Operational Programme “Growth and Employment” for the 2014 – 2020 EU Funds Programming Period (submitted to the European Commission on March 4, 2014)
- Declaration of the Intended Activities of the Cabinet of Ministers headed by Laimdota Straujuma (endorsed by the Parliament on January 22, 2014)
- Guidelines for Development of Science, Technology and Innovation 2014–2020 (endorsed by the Cabinet of Ministers on December 28, 2013)
- Guidelines for the Development of Education 2014–2020 (project) (endorsed by the Cabinet of Ministers on January 7, 2014)
- Action Plan for the Development of Higher Education and Science for the Time Period from November 1, 2013 until December 31, 2014 (adopted by the Cabinet of Ministers on November 22, 2013)
- The Concept of the Development of Higher Education and Higher Education Institutions for 2013 to 2020 (established in accordance with the Higher Education Law)
- Law on Higher Education Institutions (in force since December 1, 1995).

Problem Definition & Research Design

This paper traces the chosen universities recent development and seeks to account for this in terms of institutional strategic planning. It seeks to document how these aspects of globalisation are perceived by university administrators and faculty. In addition, this paper highlights some of the major issues in connection with institutional responses to the impact of globalisation with respect to responsibilities that range from being local to global in nature. In particular, culture and strategic planning are explored, as the literature shows that these aspects of universities are critical in identifying reasons for institutional responses of complex organisations, such as universities. The research questions addressed in my research evolve from the literature review that demonstrates a gap in the literature specifically to do with individual university responses to globalisation. There is a lack of empirical research in this field hence the author is keen to add to the research and quantify such activity.

It is acknowledged that programme educational relevance is a small part of globalisation and this is used as the anchor point for case study interviews. This research is designed from a point of curiosity hence it is important that there is a starting point for discussion on the impact of globalisation and what it means at each case study university. This however, does not limit or hinder the discussion. Still, the choice of data collection methods is also subject to constraints in time, financial resources, and access. For the purposes of the case studies within the thesis of which this paper is a part of, and interviews to be carried out, globalisation is taken specifically to be ‘the activities undertaken to fulfil the goal of increasing the global dimension of the institution.

In line with the explorative nature of the study, the goal of the interviews was to see the research topic from the perspective of the interviewee, and to understand why he or she came to have this particular perspective. To meet this goal, King (1994:15) recommends that one have “a low degree of structure imposed on the interviewer, a preponderance of open

questions, a focus on specific situations and action sequences in the world of the interviewee rather than abstractions and general opinions.”

In line with these recommendations, I chose a combination of interviews, archives, and observation, with main emphasis on the first two. Conducting a survey was inappropriate due to the lack of established concepts and indicators (Stake, 1995; Yin, 1994). The reason for limited observation, on the other hand, was due to problems in obtaining access early in the study and time and resource constraints. In addition to choosing among several different data collection methods, there are a number of choices to be made for each individual method. When relying on interviews as the primary data collection method, the issue of building trust between the researcher and the interviewees becomes very important. I addressed this issue by several means and I established a procedure of how to approach the interviewees.

Policy and other documentation for each university will be collected on site, to supplement the primary and secondary data gathered, when made and recorded. For the national policy context, sources of documentary information will be used to gauge the international, national and local position on Higher Education in selected universities. Several government and other websites will be used to glean policy and positional information. Sources referenced in research papers will be also utilised as resources from online searches through various electronic databases and search engines. The Documentation from Institution for each of the case studies will be collected to gain an insight into each institution and the strategies and policies in place. Sources of this information may include: strategic plans; management and academic structure charts; annual reports; internationalisation policy documents; websites etc. These documents will be the first types of units of observation for each of the case studies.

Results & Outcomes

Among universities, motivations for globalization vary substantially, and often they reflect the culture of the school and its management or the pressures applied by stakeholders. In many cases, multiple motivating factors originate from the school itself, the business community that it serves, and/or the country/region in which the university is located. The AACSB globalization report mentions that schools focus on globalizing the learning experiences of students, but often neglect to put the same emphasis on ensuring faculty have global developmental opportunities. (AACSB, 2011).

As from the interviews and discussions with the management of the University of Latvia and Riga International School of Economics and Business Administration (RISEBA) University, the global developmental opportunities are actually one of the motives for Globalisation Strategies that both of the schools are implanting. University of Latvia strives to ensure openness, promoting cooperation with partners in Latvia and the world's most excellent centers of higher education and research, raising the proportion of foreign students, faculty, and researchers among the staff ; while RISEBA University takes active measures to further internationalize the institution and development of research and new national and international study programme. They also provide international orientation courses by involving lecturers from foreign higher education institutions. Hall (2007) asserted that it is as important for faculty members to teach abroad as much as it is for students to study abroad.

He states that he learned important pedagogical, research-related, and life lessons from his teaching abroad experiences that he could not have learned otherwise.

This sentiment is corroborated by a study by Finkelstein and Chen (cited in the AACSB Report, 2011), which found a positive correlation between a faculty member incorporating international issues into the classroom and the amount of time the faculty member had spent abroad after earning an undergraduate degree. Clark and Arbel (1993) noted that to globalize faculty, universities should require more international faculty exchanges and sabbaticals, have more international faculty members and use industry professionals with global experience in the classroom.

In this sense, RISEBA University have initiated programmes to attract foreign and other higher educational institutions professors as guest lecturers for teaching internationally related subjects and took necessary steps for ensuring the further training for the academic staff, including participation of lecturers and students in international seminars, workshops, conferences as well as exchange programmes. They also looked for both new opportunities for participation in international projects and joint research as well as organized scientific international conferences to encourage student participation on regular basis. University of Latvia took measure in their Strategic Plan 2010–2020 to increase the percentage of staff with a doctoral degree (67% in 2013) up to 73% in 2016, and 75% in 2020. Also foreign nationals made up 3% of the doctoral student body in 2013, and forecast an increase up to 15% in 2020.

The AACSB Globalization Report noted three dimensions of faculty strategies for globalization: recruit, develop, and manage. To foster globalization, business schools recruiting strategy should include recruiting faculty that have interest in international issues. An additional recruiting strategy would be to recruit faculty who have international knowledge, perspectives, or experiences. A third recruiting strategy would be to recruit faculty for the international connections, for example, recruiting a faculty member that is currently working in a foreign university (AACSB, 2011). In this light University of Latvia strives to ensure internationally recognized research in all university research fields and to achieve excellence in priority fields based on the experience and excellence gained and to promote the development of multi-disciplinary, theme-oriented research. To ensure internationally recognizable and innovative research and development in social and education sciences University of Latvia increased the number of publications in the largest international research databases and journals, especially in the fields of social sciences, education, arts and humanities.

Regarding the above mentioned faculty strategies for globalization, RISEBA University is actively engaged in the development of scientific research infrastructure by participation in research projects' competitions by developing defined key scientific research directions through cooperation with international higher education and research institutions. RISEBA international scientific environment is further developed and supported by the creation of the so called scientific pyramidal in different fields, which includes students and academic staff of all levels.

By illuminating the strategies, practices, and social impacts of business globalization, management educators not only can accelerate it, they also can help ameliorate its costs and disruptions. Better international management education promotes more responsible globalization in business and society.

Conclusions & Further Research

Globalization reshape how universities are positioned relative to one another and differentiate themselves in this environment, therefore their responses to globalization differ along lines that define strategy and the strategic position of an institution including reputation, mission, and resources. Regardless, the economics of globalization will have a tremendous impact on the future of globalization, and the answers may depend on specific characteristics of the university and national and international policies.

This paper suggests that globalization is changing former assumptions, practices, and strategies. Among the universities studied, globalization was motivated by strategic objectives related to many trends within the global business and economic environment as well as those related to globalization trends within national higher education. For a detailed overview please see Appendix 1. After summarizing the findings of the interviews at that university and the analyzed strategic objectives and national policies I find that universities globalize for many reasons: to secure their position in the higher education market, , to improve international competitiveness, to gain wider international recognition, to facilitate the development and growth of the institution, to be allied with the national agencies for higher education quality assessment, to increase and promote internationally accredited study programmes, to improve quality of research to raise the quality of study programmes, to diversify research resources, to provide international orientation courses and to increase the number of international students.

It is essential that universities have a well-defined globalization strategy plan which reflects a culmination of a series of discussions amongst stakeholders presenting an integrated action plan for the implementation of the strategy that deliberately look into the opportunities and challenges that globalization poses to higher education.

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Appendix 1: Strategic Objectives and Thematic Goals	
Increase the quality of education and its link with the national economy	
Example Objectives for this Thematic Goal	<ul style="list-style-type: none"> - Transform the education system and improve its content to focus on employability (competencies, entrepreneurship, and creativity) - Increase role and availability of (good) internships to facilitate the transition to labor market and reduce unemployment (18 months after BA, MA, or PhD graduation reduce unemployment from 7.5% to 5.2% in 2020) - Develop a register of graduates—a system for monitoring and assessing the graduates’ paths in the labor market - Stimulate excellence through sufficient “critical mass” or economies of scale to ensure intellectual collaboration and spillovers, resource consolidation, and efficiency
Source Documents	<ul style="list-style-type: none"> - National Development Plan 2014–2020 - Information Note on the Development of the Smart Specialization Strategy - Guidelines for the Development of Education 2014–2020 - Guidelines for the Development of Science, Technology and Innovation 2014–2020 - Action Plan for the Development of Higher Education and Science 2013–2014
University of Latvia (UL)	<ul style="list-style-type: none"> - Support of excellence, promoting internationally competitive research and the realization of educational programmes, involving the best academic staff and the most motivated students, shaping a modern study and research environment, and in cooperation with social partners ensuring the compliance of the UL activities with the needs of the country and its national economy - Support of creativity, developing quality culture in all aspects of the UL activities and promoting innovation - Ensure openness, promoting cooperation with partners in Latvia and the world’s most excellent centres of higher education and research, raising the proportion of foreign students, faculty, and researchers among the staff of the UL - State and municipal contracts (including the number of educated students that were commissioned by the state and municipal institutions) reach 5% of the yearly UL budget - Regular, independent survey data about entrepreneurs’ satisfaction with cooperation with the UL indicate that the entrepreneurs are satisfied with the UL contribution. - The number of cooperative activities (joint projects) with the NGO sector grows each year.

	The participation of UL staff in state administrative and advisory institutions increases.
Source Documents	<ul style="list-style-type: none"> - University of Latvia Strategic Plan 2010–2020 - University of Latvia at Riga Evaluation Report - University of Latvia Strategic Development Statement 2009–2019
Riga International School of Economics and Business Administration (RISEBA) University	<ul style="list-style-type: none"> - To ensure the unity of the studies in the business management theoretical, research, practical activity and quality, according to the qualification frameworks principles of Latvia - To enhance continuously the integration of economic, social and environmental aspects of corporate social responsibility in its operations - Further internationalization of the institution and development of research and new national and international study programmes - Continuous quality improvement - Improvement of relations with alumni - Development of lifelong learning
Source Documents	<ul style="list-style-type: none"> - RISEBA University different accreditation reports - RISEBA University Activity Report – 2013 - RISEBA University Activity Report – 2014 - PRME Sharing Information on Progress Report 2014 for RISEBA
Increase the quality and (international) competitiveness of research	
Example Objectives for this Thematic Goal	<ul style="list-style-type: none"> - Improve quality of research, especially in areas of Smart Specialization, and strengthen its collaboration with business to generate new, innovative, and competitive products and services - Promote the development of a system of joint research-based and industry-oriented doctoral studies - Increase the number of doctoral students, encourage their involvement in research projects - Establish joint doctoral study centres at universities and scientific institutions to focus on topical socioeconomic issues - Improve international competitiveness and participation in European Research Programmes and Infrastructures - Invest in modern research infrastructure
Source Documents	<ul style="list-style-type: none"> - National Reform Programme of Latvia for the Implementation of Europe 2020 Strategy - National Development Plan 2014–2020 - Operational Programme “Growth and Employment” for the 2014 – 2020 EU Funds Programming Period

	<ul style="list-style-type: none"> - Guidelines for the Development of Science, Technology, and Innovation 2014–2020 - Action Plan for the Development of Higher Education and Science 2013–2014
University of Latvia (UL)	<ul style="list-style-type: none"> - To ensure internationally recognized research in all UL research fields and to achieve excellence in priority fields - Based on the experience and excellence gained from research, to promote the development of multi-disciplinary, theme-oriented research. - To gain wider international recognition in those branches that specialize in studying nature, history, language, and culture of Latvia, taking into account the specific meaning of these fields as developers and popularizers of the image of the state and nation in the world - To ensure internationally recognizable and innovative research and development in social and education sciences - To increase the number of publications in the largest international research databases and journals, especially in the fields of social sciences, education, arts and humanities - To ensure that UL research publications are published in the largest international research databases - To become involved in international research association - In the year 2020, 80% of the UL doctoral students and 25% of its master's students are involved in UL research projects. - The number of defended dissertations reach 200 in 2013, 280 in 2016, and 300 in 2020 - As a result of international competitions no less than 100 persons are involved in post-doctoral² research. - The percentage of staff with a doctoral degree reaches 67% in 2013, 73% in 2016, and 75% in 2020. - Foreign nationals make up 3% of the doctoral student body in 2013, and 15% in 2020.
Source Documents	<ul style="list-style-type: none"> - University of Latvia Strategic Plan 2010–2020 - University of Latvia at Riga Evaluation Report - University of Latvia Strategic Development Statement 2009–2019
Riga International School of Economics and Business Administration (RISEBA) University	<ul style="list-style-type: none"> - Promote and foster the deepening of knowledge in the field of management science as well as the dissemination and innovative application of knowledge for the benefit of students, lecturers, entrepreneurs, political organizations and society as a whole to ensure successful creation, transfer, dissemination and use of research and knowledge - Ensure the development of scientific research infrastructure

	<p>by participation in research projects' competitions</p> <ul style="list-style-type: none"> - Develop defined key scientific research directions through cooperation with international higher education and research institutions - To develop and support RISEBA scientific environment - To involve the existing doctoral students in research activities and pedagogical work by improving the portfolio of intellectual contributions; i.e. to create so called scientific pyramidal in different fields, which would include students and academic staff of all levels. - To participate in scientific conferences by keeping up with the latest theoretical and practical publications
Source Documents	<ul style="list-style-type: none"> - RISEBA University different accreditation reports - RISEBA University Activity Report – 2013 - RISEBA University Activity Report – 2014 - PRME Sharing Information on Progress Report 2014 for RISEBA -
Increase sector efficiency	
Example Objectives for this Thematic Goal	<ul style="list-style-type: none"> - Strengthen the integration of higher education with science, research, and industry to help promote knowledge transfer - Encourage strategic specialization of HEIs through differentiation of institutional profiles - Improve education infrastructure through consolidation of study programmes , reduce programme fragmentation and duplication, especially through regional collaboration - Stimulate institutional research excellence by resource efficiency and concentration to form critical masses
Source Documents	<ul style="list-style-type: none"> - National Reform Programme of Latvia for the Implementation of Europe 2020 Strategy - Information Note on the Development of the Smart Specialization Strategy Operational Programme “Growth and Employment” for the 2014 – 2020 EU Funds Programming Period - Declaration of the Intended Activities of the Cabinet of Ministers Headed by Laimdota Straujuma - Guidelines for the Development of Science, Technology, and Innovation 2014–2020 - Action Plan for the Development of Higher Education and Science 2013–2014 - Concept of the Development of Higher Education and Higher Education Institutions for 2013–2020
University of Latvia	<ul style="list-style-type: none"> - To base the development of study programmes on projections

(UL)	<p>of the labour market in the context of Europe, Latvia, and Riga, and to ensure the international popularization of these programmes.</p> <ul style="list-style-type: none"> - To lessen the fragmented nature of the offered study programmes. - To create separate interdisciplinary and international programmes of excellence that are regularly evaluated using objective indicators. - To perform the restructuring of UL study programmes that are unpopular in the country. To ensure that low-rated programmes (according to independent expertise) are closed. - In three years, to determine gradually the desired achievable learning outcomes in every programme, and to change the structure of the programmes to ensure the attainment of these outcomes. - To raise the quality of study programmes, using effective cooperation and a feedback between UL executive and monitoring institutions. - In a three-year period to gradually introduce a mentoring system in the bachelor's programmes, engaging in it all doctoral students, best master's degree students, and the youngest research staff of the institutes. - To develop a unified system of teacher training programmes within UL and to monitor their activity through the interdisciplinary board of studies
Source Documents	<ul style="list-style-type: none"> - University of Latvia Strategic Plan 2010–2020 - University of Latvia at Riga Evaluation Report - University of Latvia Strategic Development Statement 2009–2019
Riga International School of Economics and Business Administration (RISEBA) University	<ul style="list-style-type: none"> - To secure the positions in the Latvian education market by extending the market share. - To enhance the institution's recognition. - To create the image of the institution as of an expert with international experience in the relevant field. - To work on the enhancement of the institution's reputation. - Research of the corporate world including the evaluation and analysis of business macro-environment and Competition research in Latvia. - To facilitate involvement of the representatives from regional business and government bodies in the evaluation of study process and its results; - Foster corporate interest to provide professional work placement guarantee;

	<ul style="list-style-type: none"> - Develop consultation programmes; - Organise effective mutual communication; - Foster RISEBA brand in professional environment.
Source Documents	<ul style="list-style-type: none"> - RISEBA University different accreditation reports - RISEBA University Activity Report – 2013 - RISEBA University Activity Report – 2014 - PRME Sharing Information on Progress Report 2014 for RISEBA
Enhance technology, innovation, creativity, and entrepreneurship	
Example Objectives for this Thematic Goal	<ul style="list-style-type: none"> - Strengthen position of STEM to reduce the disproportion of labour market (increase the proportion of state-funded places from 44% to 55% and proportion of graduates in STEM areas from 19% to 27% in 2020) - Increase proportion of college students in the system (from 18% to 24% in 2020) - Modernize infrastructure in the higher education institutions implementing study programs in STEM areas, especially at college and doctoral level - Increase funding for science and innovation, including co-funding by private business - Stimulate market-oriented (societal relevant) research, enhance commercialization of research results
Source Documents	<ul style="list-style-type: none"> - National Development Plan 2014–2020 - Guidelines for the Development of Education 2014–2020 - Information Note on the Development of the Smart Specialization Strategy - Operational Programme “Growth and Employment” for the 2014 – 2020 EU Funds Programming Period - Guidelines for the Development of Science, Technology and Innovation 2014–2020 - Concept of the Development of Higher Education and Higher Education Institutions for 2013–2020
University of Latvia (UL)	<ul style="list-style-type: none"> - To diversify research resources, lessening the dependency on state funding. - In cooperation with the state and commercial businesses, to ensure the offer of applied studies for the needs of the economy and society of Latvia. - To commercialize objects of intellectual property created through research, developing cooperation with the business sector in applied studies, technology transfer, etc. - To patent or protect otherwise the intellectual property that may be commercialized. - To increase the number of patents, registered new species,

	<p>and objects of intellectual property every year.</p> <ul style="list-style-type: none"> - To identify problems that are topical and significant to the public of Latvia, its regions (especially Riga), and in the economic, social, and cultural life of the Baltics, attracting external financing for regional studies and to provide research based recommendations. - To become involved in planning the territorial and sectoral development on the basis of social, economic, and interdisciplinary research. - To support the work of local research societies and associations. - Bilateral research agreements with commercial, state administration and municipal institutions reach no less than 120 in 2013, 160 in 2016, and no less than 200 in 2020. - The number of registered patents and plant species reaches 10 in 2013, 15 in 2016, and 20 in 2020. - The number of UL intellectual property commercialization is 12 in 2013, 20 in 2016, and 25 in 2020. - The number of research projects in the field of development and democratization of the society of Latvia increases every year.
Source Documents	<ul style="list-style-type: none"> - University of Latvia Strategic Plan 2010–2020 - University of Latvia at Riga Evaluation Report - University of Latvia Strategic Development Statement 2009–2019
Riga International School of Economics and Business Administration (RISEBA) University	<ul style="list-style-type: none"> - Pre-incubation: where RISEBA students and graduates attend workshops and seminars on idea generation, business plan development, marketing and sales, to force creation of new ideas. - Incubation: authors of the best ideas will be guided through the process of setting-up an enterprise, while existing businesses will be offered customised coaching and mentoring to ensure business success and future growth. - RISEBA Creative Business Incubator is a new RISEBA project established to inspire, educate and help RISEBA students and graduates speed up the growth and success of their business ideas, start-up and early stage companies - To ensure that all courses are presented by qualified and scientifically competent lecturers who know and apply the contemporary methods and have knowledge about personnel management, organizational behaviour as well as the practice of entrepreneurship and law;
Source Documents	<ul style="list-style-type: none"> - RISEBA University different accreditation reports

	<ul style="list-style-type: none"> - RISEBA University Activity Report – 2013 - RISEBA University Activity Report – 2014 - PRME Sharing Information on Progress Report 2014 for RISEBA
Renew and develop the human resources of higher education institutions	
Example Objectives for this Thematic Goal	<ul style="list-style-type: none"> - Increase proportion of academic (university) staff with a doctorate from 54% to 65% in 2020 - Increase number and proportion of foreign staff (from 0.5% to 7% in 2020) - Attract younger staff (proportion of 30–49 year olds from 45% to 55% in 2020) - Increase basic salary levels of academics, create transparent remuneration structures, and introduce performance incentives (bonuses and rewards) - Renew the principle of joint pedagogic and research work to facilitate the engagement of academic staff in research and vice versa
Source Documents	<ul style="list-style-type: none"> - National Development Plan 2014–2020 - Partnership Agreement for the 2014 – 2020 EU Funds Programming Period - Guidelines for the Development of Education 2014–2020 - Guidelines for the Development of Science, Technology, and Innovation 2014–2020 - Action Plan for the Development of Higher Education and Science 2013–2014
University of Latvia (UL)	<ul style="list-style-type: none"> - To create a support system for the improvement of Latvian and foreign language skills for students and staff (including academic spoken and written language) - By 2012 a unified system of job descriptions and remuneration of the staff that is involved in research projects is established. - By 2013 the UL has a unified, simple, and transparent system for proposing, registering, accounting and monitoring research projects. - By 2015 the UL’s administration ensures a centralized and automatic accounting of direct and indirect expenses for every research project. - By 2015 the library provides the download capacity of at least 100 000 journal articles from the leading full-text research databases (ScienceDirect, Wiley-InterScience, SpringerLink, JSTORE and others) for the UL staff. - Academic advisory commissions regularly evaluate the results of the UL research projects and programmes.

	<ul style="list-style-type: none"> - The opinion of the UL is expressed in the development of all external legislative documents that are related to research. - To evaluate the quality of research achievements of the academic staff and departments according to well-defined criteria - To ensure the development of a qualitative public profile of the scientists and the research directions, and to establish a database of the publications produced by UL staff. - To participate in the preparation of legislative documents and political planning of Latvia, in advising the governing bodies and institutions, and to develop lobbying. - To develop high-quality administration of research, raising the responsibility of department and faculty officials for the results of departmental growth. - To improve the support structure that assists in preparing qualitative project proposals, effectively administrates the project funding, and provides centralized financial reports. - To develop a system of providing overviews of research projects and programmes, making it possible to evaluate them by their substance, including in academic advisory commissions. - To support organizationally the research cooperation and the realization of joint projects with other research institutions in Latvia and abroad. - To ensure the accessibility of statistics, other data, archives, and special library material for research and study needs.
Source Documents	<ul style="list-style-type: none"> - University of Latvia Strategic Plan 2010–2020 - University of Latvia at Riga Evaluation Report - University of Latvia Strategic Development Statement 2009–2019
Riga International School of Economics and Business Administration (RISEBA) University	<ul style="list-style-type: none"> - To ensure that all programme courses are delivered by qualified lecturers with good academic standing, who are trained and use modern teaching methods, and have knowledge and experience in human resource management, organisational behaviour, business management and legislation. - To ensure that at least 50% of the staff are employed on the full time basis ; - To attract foreign and other higher educational institutions professors as guest lecturers for teaching internationally related subjects: - To encourage training of RISEBA teaching staff, sponsoring training programmes, master’s studies and doctoral studies

	<ul style="list-style-type: none"> - To ensure that not less than 50% of teaching staff involved in the implementation of a study programme are full-time employees of RISEBA; - To facilitate the development of RISEBA academic staff by partly funding their doctoral studies, taking into account one of the RISEBA strategic priorities, which provides that within the next five years the number of academic staff with a doctoral degree has to be increased to 70%; - The most important criteria for academic staff selection is a doctoral degree, research activities and pedagogical work experience; - To promote academic staff's participation in conferences, seminars and projects as well as further training programmes in accordance with their interests and directions of scientific research; - To provide international orientation courses by involving lecturers from foreign higher education institutions
Source Documents	<ul style="list-style-type: none"> - RISEBA University different accreditation reports - RISEBA University Activity Report – 2013 - RISEBA University Activity Report – 2014 - PRME Sharing Information on Progress Report 2014 for RISEBA
Stimulate participation in and access to higher education	
Example Objectives for this Thematic Goal	<ul style="list-style-type: none"> - Attract more students from lower socioeconomic backgrounds by developing a support system, including increasing scholarships and grants - Provide more need-based student financial support as opposed to purely merit-based (e.g., introduce 3000 scholarships for students from lower socioeconomic backgrounds) - Stimulate access of mature students, lifelong learning function - Increase proportion of 25–34 year olds holding a HE degree in the labor force from 37% to 40% in 2020
Source Documents	<ul style="list-style-type: none"> - National Reform Programme for the Implementation of Europe 2020 Strategy - Information Note on the Development of the Smart Specialization Strategy - Operational Programme “Growth and Employment” for the 2014 – 2020 EU Funds Programming Period - Declaration of the Intended Activities of the Cabinet of Ministers Headed by Laimdota Straujuma - Guidelines for the Development of Education 2014–2020

	<ul style="list-style-type: none"> - Guidelines for the Development of Science, Technology, and Innovation 2014–2020
University of Latvia (UL)	<ul style="list-style-type: none"> - To determine clear goals for the management system of lifelong learning and continuing education and to evaluate regularly the attainment of those goals. - To promote the cooperation between organizers of professional courses and the UL. - To create an effective management system for lifelong learning and continuing education at the UL which ensures unified educational marketing and interest of academic departments. - To conduct regular studies and to summarize data regarding the needs and the demand in lifelong learning of employers and population of Latvia. - To use the results of studies for preparing the offer for lifelong learning, determining the appropriate tuition costs, and in marketing communication. - Every year the UL engages up to 0.5% of the economically active population of Latvia in lifelong learning and continuing education programmes. - The proportion of privately funded lifelong learning and continuing education activities is not less than 50%.
Source Documents	<ul style="list-style-type: none"> - University of Latvia Strategic Plan 2010–2020 - University of Latvia at Riga Evaluation Report - University of Latvia Strategic Development Statement 2009–2019
Riga International School of Economics and Business Administration (RISEBA) University	<ul style="list-style-type: none"> - To continue training and development of the academic staff in order to ensure the necessary proportion of persons holding PhD. and professors working full time at RISEBA. - To attract more lecturers with practical experience in business - To undertake necessary steps for ensuring the further training for the academic staff, including participation of lecturers and students in international seminars, workshops, conferences as well as exchange programmes; - To look for new opportunities for participation in international projects and joint research; - To establish and develop new, sustainable partnerships with other relevant universities from the EU countries in order to cooperate within the framework of programmes and projects. - To organize RISEBA scientific conferences; to encourage student participation in other conferences organized by Latvian and foreign universities' on regular basis. - To arrange scientific discussions, seminars, workshops and to

	<p>invite also students to take part in them on regular basis.</p> <ul style="list-style-type: none"> - To perform study program self-evaluation on annual basis - In 2010/2011 academic year, there are 48 foreign students, of whom 42 study in Riga and 6 study in Daugavpils; 80 % study for a Bachelor's degree, 20% study for a Master's degree. - The international environment is also created by the students of exchange programmes. Every year RISEBA has about 50 foreign exchange students, of whom 75% study for a Bachelor's degree and 25 % study for a Master's degree. At the same time 50 RISEBA students participate in exchange programmes every year. - One of the main strategic objectives of the institution's international activities is to achieve that in 2011/2012 there are not less than 2% of foreign students and in 2015 no less than 25% of students in separate programmes - Support Exchange programmes which is an opportunity to study one or two semesters at a partner university and to receive a scholarship. - Increase the number of international students which now is approx. 1.3 % of the total number of students.
Source Documents	<ul style="list-style-type: none"> - RISEBA University different accreditation reports - RISEBA University Activity Report – 2013 - RISEBA University Activity Report – 2014 - PRME Sharing Information on Progress Report 2014 for RISEBA
Stimulate internationalization in higher education	
Example Objectives for this Thematic Goal	<ul style="list-style-type: none"> - Increase proportion of credit mobility students coming to Latvia for a temporary study visit abroad to obtain some courses in the framework of their studies in the home-country (from 0.8% to 20% in 2020) - Increase proportion of degree mobility students coming to Latvia to obtain a full degree program (from 2.9% to 8% in 2020) - Increase number of graduates that have studied a period abroad (from 13.7% to 20%) in 2020 - Increase number of internationally accredited study programs (from 0 to 20 in 2020) - Attract more foreign staff - Offer more quality study programs taught in official European Union languages (60 in 2020) - Promote international accreditation of study programmes (20 internationally accredited study programmes in 2020)

<p>Source Documents</p>	<ul style="list-style-type: none"> - National Development Plan 2014 – 2020 - Operational Programme “Growth and Employment” for the 2014 – 2020 EU Funds Programming Period - Partnership Agreement for the 2014 – 2020 EU Funds Programming Period - Declaration of the Intended Activities of the Cabinet of Ministers Headed by Laimdota Straujuma - Guidelines for the Development of Education 2014 – 2020 - Guidelines for the Development of Science, Technology, and Innovation 2014 - 2020
<p>University of Latvia (UL)</p>	<ul style="list-style-type: none"> - To support the preparation and delivering of study programmes in the English language or other widely used languages; to encourage initiatives in legislation that allow broadening the study offer in foreign languages. - To begin a campaign of attracting applicants in neighbouring countries. - To use to a maximum extent students mobility programmes and to promote the participation of the best students in them. - To follow carefully the processes of higher education in Europe and to apply the acquired knowledge in the development of the University. - To create joint degree programmes with foreign universities - To support the practice of students abroad as an element of ensuring competitiveness in the formation of one’s career. - For students enrolled by 2013 the following has been approved: a list of excellence³ and basic programmes, entrance requirements and models of financing studies. The number of students enrolled in the programmes of excellence comprises 10% of the student body in 2016, and 30% in 2020. - In 2015, half of the school graduates entering the University will have passed centralized exams at the A, B, and C levels, and the number of excellent applicants increases each year. - By 2016, no less than 15% of courses in programmes of excellence, and by 2020, 50% are delivered in foreign languages. - The number of foreign students in the bachelor’s level programmes is at least 2% by 2013, and 8% by 2020. - The percentage of foreign students in the master’s programmes is at least 10% by 2016, and 15% by 2020. - By 2016, 10% of master’s programme graduates are prepared to become employers. In the next 5 years the number of employers among UL graduates increases by 1.5% per year.

	<ul style="list-style-type: none"> - By 2013 55% of full-time doctoral students and 90% by 2020 are involved as mentors and teaching assistants in bachelor's and master's programmes, devoting up to 20% of their study time for this purpose. - By 2013, 3%, and by 2020, at least 15% of doctoral students are graduates of foreign universities.
Source Documents	<ul style="list-style-type: none"> - University of Latvia Strategic Plan 2010–2020 - University of Latvia at Riga Evaluation Report\ - University of Latvia Strategic Development Statement 2009–2019
Riga International School of Economics and Business Administration (RISEBA) University	<ul style="list-style-type: none"> - Within the EACEA Lifelong learning programme ERASMUS RISEBA has 67 bilateral agreements with other HEIs from 24 countries of the European Union. RISEBA also holds 8 bilateral exchange agreements with non-European HEIs from China, Georgia, Kazakhstan, and Russian Federation. Additionally, RISEBA has 7 Double Degree agreements with HEIs from Germany, Finland, France, Sweden and Russian Federation. - provides business and management programmes delivered in 3 languages (Latvian, Russian and English) - RISEBA actively participates in European Union and other project programmes as ERASMUS, Life Long Learning Programmes, INTERREG, EEA and Norway Grant programme and other funded project programmes that offers Applied, Basic and Experimental Research, Mobility, Training and other cooperation opportunities with highly qualified and professional partners.
Source Documents	<ul style="list-style-type: none"> - RISEBA University different accreditation reports - RISEBA University Activity Report – 2013 - RISEBA University Activity Report – 2014 - PRME Sharing Information on Progress Report 2014 for RISEBA
Enhance funding base of higher education	
Example Objectives for this Thematic Goal	<ul style="list-style-type: none"> - Increase higher education expenditure as proportion of GDP in accordance with the Law on Higher Education Institutions—annual increase of funding for state higher education institutions by a minimum of 0.25% of GDP to reach at least 2%. - Revise the calculation of the costs of education (per study place, per subject area) - Implement performance oriented funding
Source Documents	<ul style="list-style-type: none"> - Guidelines for the Development of Education 2014–2020 - Action Plan for the Development of Higher Education and

	<p>Science 2013–2014</p> <ul style="list-style-type: none"> - Law on Higher Education Institutions - Concept of the Development of Higher Education and Higher Education Institutions for 2013–2020
University of Latvia (UL)	<ul style="list-style-type: none"> - At least 80% of the UL research budget is directed toward priority research. - For priority research projects that seek funding from outside the UL, the UL ensures co-financing from its overall budget. - To promote processes that ensure the allocation of state grants for applied studies only in accordance with the appropriate scientific criteria. - To achieve a situation that those who decide on the redistribution of research funding are themselves qualified in the respective research field. - To initiate legislative changes that envisage the use of research quality criteria in evaluating the state and municipality commissioned research and the decision making rights of the researchers in allocating the funds for these projects.
Source Documents	<ul style="list-style-type: none"> - University of Latvia Strategic Plan 2010–2020 - University of Latvia at Riga Evaluation Report - University of Latvia Strategic Development Statement 2009–2019
Riga International School of Economics and Business Administration (RISEBA) University	<ul style="list-style-type: none"> - The sources of funding for RISEBA study process have the following structure: tuition fee accounts for 99.5% of the total volume while state budget funds account for 0.5% of the total volume. - It is only since the 2nd semester of 2008/2009 academic year that RISEBA has received a small State budget subsidy for the doctoral study programme —Business Managementl, which covers the expenses on state-financed studies and scholarships for 5 doctoral students.
Source Documents	<ul style="list-style-type: none"> - RISEBA University different accreditation reports - RISEBA University Activity Report – 2013 - RISEBA University Activity Report – 2014 - PRME Sharing Information on Progress Report 2014 for RISEBA
Establish a new and transparent approach to quality assurance	
Example Objectives for this Thematic Goal	<ul style="list-style-type: none"> - Set up a database of accredited higher education study directions, programs, and institutions for external and internal assessment of quality - Set up a database of higher education study quality assessment experts

	<ul style="list-style-type: none"> - Ensure the availability of quality assessment and accreditation results to foster informed decisions as to the choice of the study programs and institutions - Establish and maintain a national agency for higher education quality assessment - Establish Study Boards to ensure objective evaluation of the institutional and study quality, oversee the allocation and effectiveness of study places, and enhance strategic partnership with entrepreneurs
Source Documents	<ul style="list-style-type: none"> - Operational Programme “Growth and Employment” for the 2014 – 2020 EU Funds Programming Period - Guidelines for the Development of Education 2014–2020 - Action Plan for the Development of Higher Education and Science 2013–2014 - Concept of the Development of Higher Education and Higher Education Institutions for 2013–2020
University of Latvia (UL)	<ul style="list-style-type: none"> - To ensure quality at every level of the organization, the university should establish appropriate quality management system. The priority of quality assurance in higher education is stated both by European legislation and practices (Bergen communiqué - Standards and Guidelines for Quality Assurance in the European Higher Education Area) and by Latvian state legislation. These documents emphasize the necessity of implementation of internal quality assurance system in the universities. - Quality management and audit department is responsible for development and implementation of quality assurance system in the UL.
Source Documents	<ul style="list-style-type: none"> - University of Latvia Strategic Plan 2010–2020 - University of Latvia at Riga Evaluation Report - University of Latvia Strategic Development Statement 2009–2019
Riga International School of Economics and Business Administration (RISEBA) University	<ul style="list-style-type: none"> - The testimony to the quality of RISEBA education is the International Quality Accreditation awarded by the Central and East European Management Development Association (CEEMAN). - The quality assurance system of RISEBA is based on ENQA (European Network for Quality Assurance in Higher Education) standards and guidelines for quality assurance in the European higher education area, EFQM excellence model as well as on EFMD study programme's accreditation system (EPAS) criteria. - The quality assurance system covers all the processes related

	<p>to RISEBA performance. The aim of RISEBA management is to ensure transparency of internal processes and performance in accordance with requirements of regulations, and to train professionals demanded in the international labour market, who are not only knowledgeable and skilled but also ready for professional life, including in terms of attitude and values.</p> <ul style="list-style-type: none"> - In order to ensure the quality of the programme RISEBA believes it is essential: - to facilitate the involvement of students in the study process; it includes evaluation of methodological materials, academic staff performance, so that students become active participants and real help for lecturers in the process of quality improvement; - to increase involvement of students for the programme self-evaluation reports, as well as for development and implementation of decisions of RISEBA Senate and departments with the aim to improve the dialogue between students and lecturers; - to pay special attention to the development of internal communication. To improve the existing and develop a new IT infrastructure, to ensure that the operation of RISEBA network guarantees the necessary quality of studies; - to facilitate students' involvement in research projects, so that they get involved in the process of solving actual scientific problems, thus stimulating students' employment rate in science and providing them with additional source of income; - to continue encouraging student exchange programmes by guaranteeing students' and academic staff mobility; - to promote internationalisation of the studies by attracting foreign students and professors from abroad. - to continue developing the system of scholarships for the best RISEBA students.
<p>Source Documents</p>	<ul style="list-style-type: none"> - RISEBA University different accreditation reports - RISEBA University Activity Report – 2013 - RISEBA University Activity Report – 2014 - PRME Sharing Information on Progress Report 2014 for RISEBA

Sources : adapted from Arnhold, Nina and Ziegele, Frank and Vossensteyn, Hans and Kivisto, Jussi and Weaver, Jason (2014) *Assessment of current funding model's 'Strategic Fit' with higher education policy objectives*. [Report]