Social and Economic Conditions of Student Life in Europe

National Profile of Latvia

eurostudent IV

2008 -2011

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Content

Metadata

1. Metadata on national survey

Country: Latvia

National currency	LVL, Latvian Lats
Exchange rate: national currency to Euros	1.4119
Date and source of exchange rate	01.01.2005; Bank of Latvia
Survey method	self completed questionnaire
Size of final sample	1709
Sampling method	quota sampling
Return rate	100%
Reference period of survey (semester, year)	Fall semester 2009
Weighting scheme	Age, gender, study program, type of higher education institution (public/private), thematic groups
Project sponsor	Ministry of Education and Science of the Repoblic of Latvia
Implementation	Marketing and public opinion research centre SKDS

National interpretation of the results of the data analysis :

In Latvia the Eurostudent survey was carried out according to the requirements of the Ministry of Education and Science and was carried out by the Marketing and public opinion research centre SKDS. In Latvia the sample size was 2000 including students from public and private universities in full time study programs. The quota sampling method was applied and only one private higher education institution declined to participate. The survey included 11.9% of respondents from ISCED 5B level and 2.6% from ISCED 6 level students. These groups of respondents were excluded from the international report, thus the sample for the international analysis is 1709 respondents. The sample is representative as it corresponds to the general statistical trends (report of the Higher Education, Ministry of Education and Science, 2009) of the student body in Latvia - 39 % male, 61% female students; 77% - public and 23% private university students. There were four blocks of national questions included in the survey. These were questions regarding discrimination, satisfaction with study environment, internal mobility, and participation in nongovernmental organizations (NGOs). These blocks of questions were excluded from the international report.

2. Overview of student target groups

Student target groups										
1. General	all students (only valid cases)	all students (only valid cases)								
	numbers	percent								
	1709.00	**100.00**								
2.Sex	female students	female students	male students	male students						
	numbers	percent	numbers	percent						
	1040.00	**60.90**	**669.00**	**39.10**						
3. Qualification	Bachelor students	Bachelor students	Master students	Master students	Other national/postgraduate degree students	Other national/postgraduate degree students				
	numbers	percent	numbers	percent	numbers	percent				
	1357.00	**79.40**	**352.00**	**20.60**	**0.00**	**0.00**				
4. Study intensity	low-intensity students	low-intensity students	medium-intensity students	medium-intensity students	high-intensity students	high-intensity students	missing A	missing A	missing B	missing B
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
	368.00	**21.50**	**978.00**	**57.20**	**322.00**	**18.80**	**40.00**	**2.30**	**0.00**	**0.00**
5. Age groups	up to 24 years old	up to 24 years old	25-29 years old	25-29 years old	30 years old or older	30 years old or older				
	numbers	percent	numbers	percent	numbers	percent				
	1433.00	**83.90**	**153.00**	**9.00**	**122.00**	**7.10**				
6. Special groups	direct transition students	direct transition students	delayed transition students	delayed transition students	missing A	missing A				
	1620.00	**94.80**	**88.00**	**5.10**	**1.00**	**0.00**				

7. Educational attainment of parents	low qualification background (ISCED 0, 1, 2)	low qualification background (ISCED 0, 1, 2)	non-tertiary background (ISCED 3, 4)	non-tertiary background (ISCED 3, 4)	high qualification background (ISCED 5, 6)	high qualification background (ISCED 5, 6)	missing A	missing A		
	numbers	percent	numbers	percent	numbers	percent	numbers	percent		
	17.00	**1.00**	**650.00**	**38.00**	**1021.00**	**59.70**	**22.00**	**1.30**		
8. Migration	migrant students (1st generation)	migrant students (1st generation)	migrant students (2nd generation)	migrant students (2nd generation)	non-migrant students	non-migrant students	missing A	missing A	other	other
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
	42.00	**2.50**	**310.00**	**18.10**	**1340.00**	**78.40**	**10.00**	**0.60**		**n.d.**
9. Formal status	full-time students	full-time students	part-time students	part-time students	other status	other status	missing A	missing A		
	numbers	percent	numbers	percent	numbers	percent	numbers	percent		
	1709.00	**100.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**		
10. Form of housing	students living with parents	students living with parents	students not living with parents	students not living with parents	missing A	missing A				
	numbers	percent	numbers	percent	numbers	percent				
	636.00	**37.20**	**1063.00**	**62.20**	**10.00**	**0.60**				

National interpretation of the results of the data analysis :

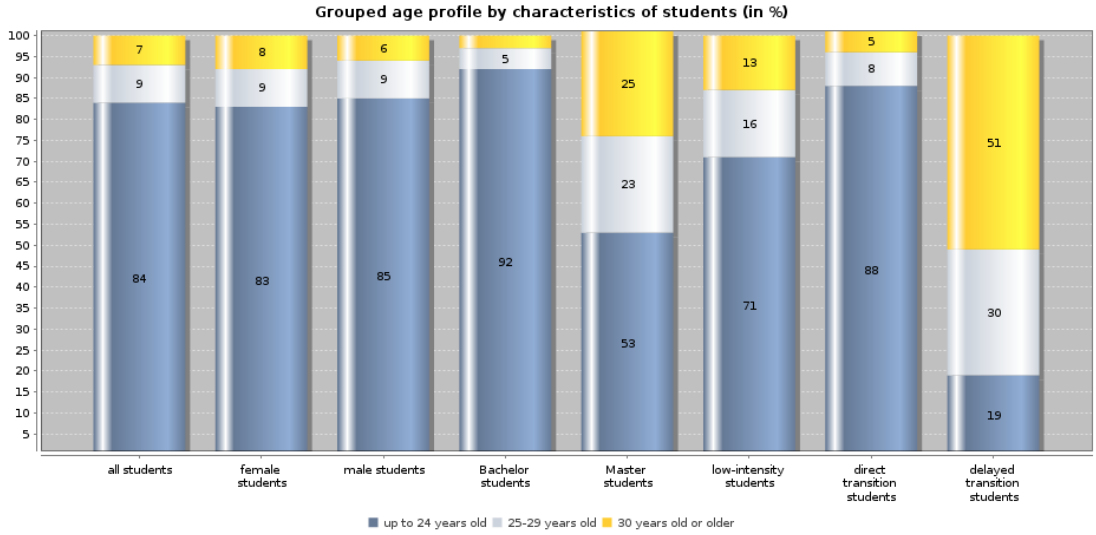
In Latvia about 61% of full time students are female. However, it differs in regard to the study program, - in education and arts and humanities programs the proportion of female students is 84% and 76% respectively, but in engineering and science study programs - 22% and 34% respectively. About 2/3 of students (65%) are 22 years of age or younger, 20% are between 23 and 25 years old and 15% are 26 years and older. It is remarkable that 90% of first year students are 22 years old or younger. Students provided information regarding their parents. It should be mentioned that for students it was more difficult to provide responses on their father (6% to 17% of students refused to reply) than mother (2% to 4% of students refused to reply). According to the student responses about 52% of mothers have higher education, which includes 13% with a higher professional or college education, 32% with a higher academic education, and 1% have a Ph.D. degree. About 35% of student?s fathers have a higher education, which includes 11% with a higher professional or college education, 23% have a higher academic education, and 1% have Ph.D. degree. About 2% of mothers and 4% of fathers had not completed the secondary level of education. In general, about 59% of students indicated that at least one of their parents has a higher education, but for 29% of students both parents have a higher education. About 20% of students indicated that at least one of their parents was born outside Latvia - 8% of the ethnic Latvian students and 50% of the ethnic Russian students admitted so.

A. Demographic Characteristics

A.1. Age profile by characteristics of students

Key indicators:

Average age (arithm.mean) in years - all students	**22.73**
Average age (median) in years - all students	**21.0**
Average age (arithm.mean) in years - female students	**22.92**
Average age (arithm.mean) in years - male students	**22.44**
Average age (arithm.mean) in years - BA students	**21.47**
Average age (arithm.mean) in years - MA students	**27.59**
Average age (arithm.mean) in years - low-intensity students	**24.67**



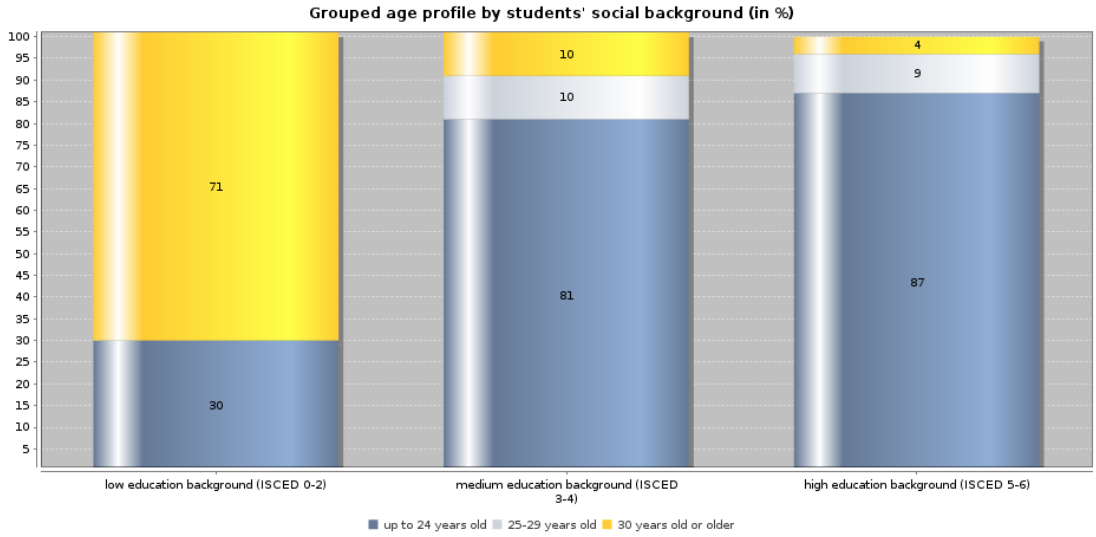
National interpretation of the results of the data analysis :

The age differences between bachelor (79% of the sample) and master (21%) program students can be explained by the following factors - students tend to study longer than anticipating as they interrupt their studies or combine their studies with work. Thus older students than anticipated enter master studies. According to the the data from the Ministry of Education in 2009 6% of the students were in the age group 25-28 and 9% in the age group 29+.

A.2. Age profile by social background

Key indicators:

Average age (arithm.mean) in years - low education background (ISCED 0-2)	**36.26**
Average age (median) in years - low education background (ISCED 0-2)	**37.0**
Average age (arithm.mean) in years - high education background (ISCED 5-6)	**22.27**
Average age (median) in years - high education background (ISCED 5-6)	**21.0**



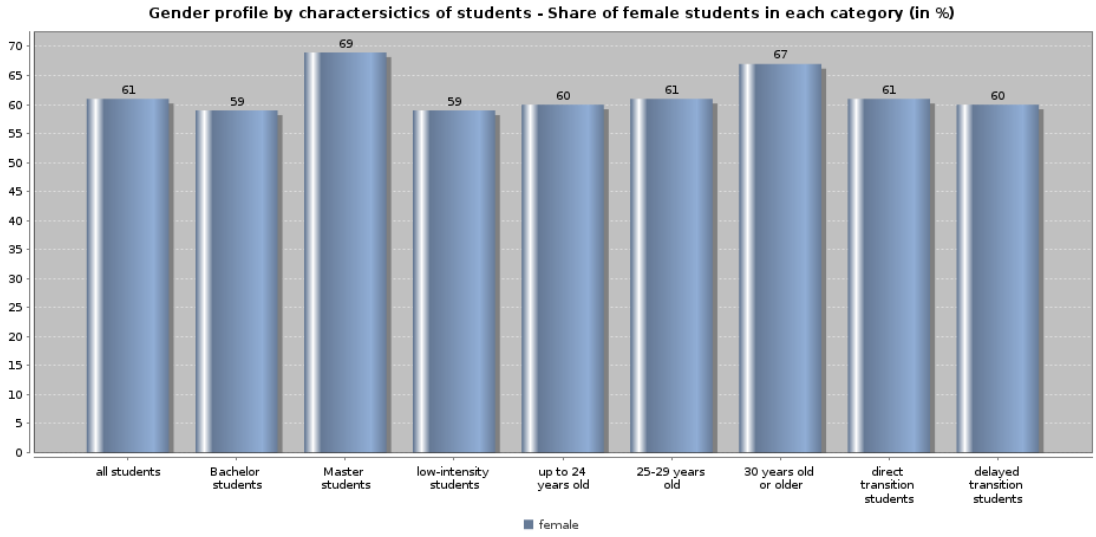
National interpretation of the results of the data analysis :

Only 17 individuals have parents with low education background, which is a small basis for comparison. No big differences are observed between the students whose parents had non-tertiary or tertiary background.

A.3. Gender profile by characteristics of students

Key indicators:

Share of females among all students, in %	**60.9**
Share of females among BA students, in %	**58.8**
Share of females among MA students, in %	**68.8**
Share of females among low-intensity students, in %	**58.8**
Share of females among the 30 years old or older, in %	**66.7**



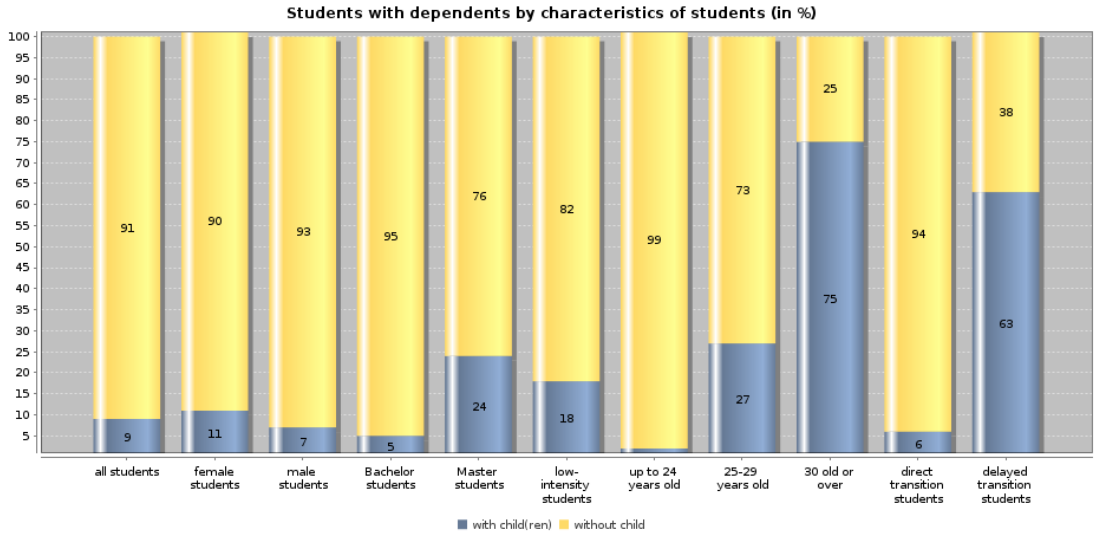
National interpretation of the results of the data analysis :

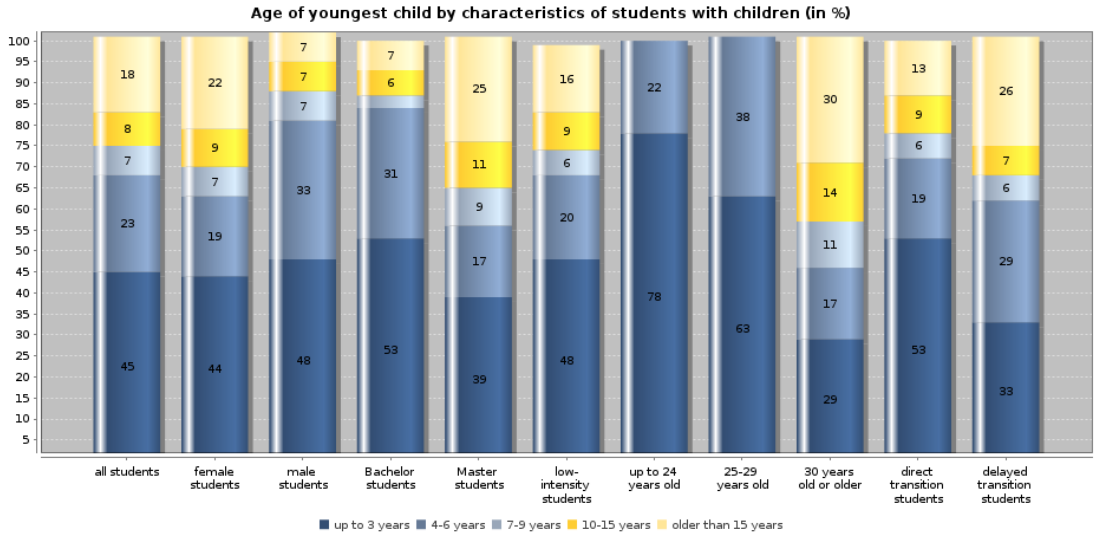
In Latvia there are no specific reasons for students to delay their studies after graduation from school. For example, male students are not obliged to serve the military, thus they can enter university without delay. On the other hand, female students take study breaks due to maternity leave and continue their studies later, and this is the reason why the proportion of females is high in the group 30 years and older.

A. 4. Dependents by characteristics of students

Key indicators:

Share of students with children among all students, in %	**9.0**
Share of students with children among female students, in %	**10.5**
Share of students with children among male students, in %	**6.8**
Share of students with children among MA students, in %	**24.5**
Share of students with children among up to 24 years old, in %	**1.5**
Students with children up to the age of 3 years of all students with children, in %	**44.8**
Students with children between the ages of 4 to 6 of all students with children, in %	**22.7**





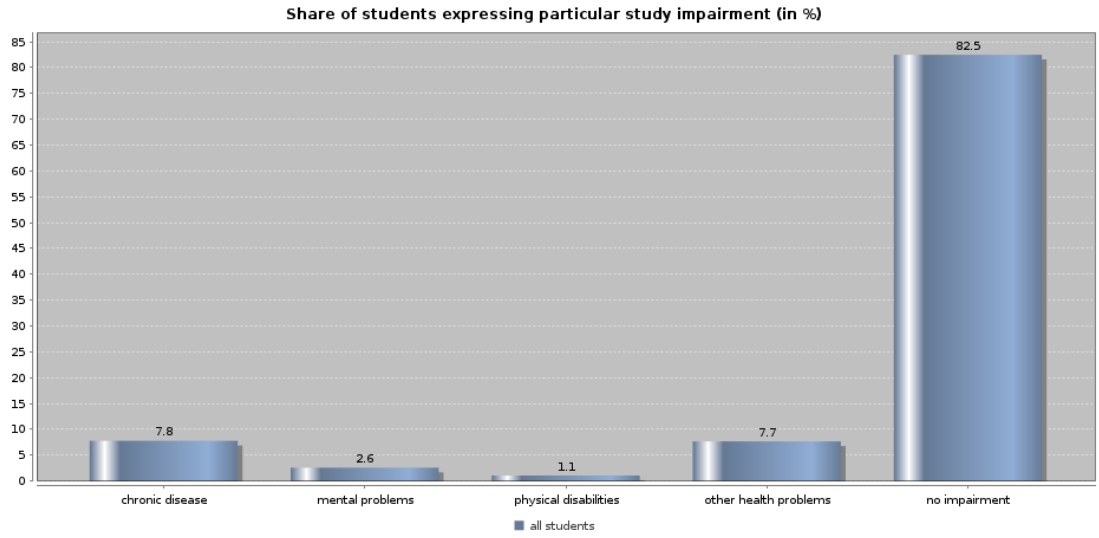
National interpretation of the results of the data analysis :

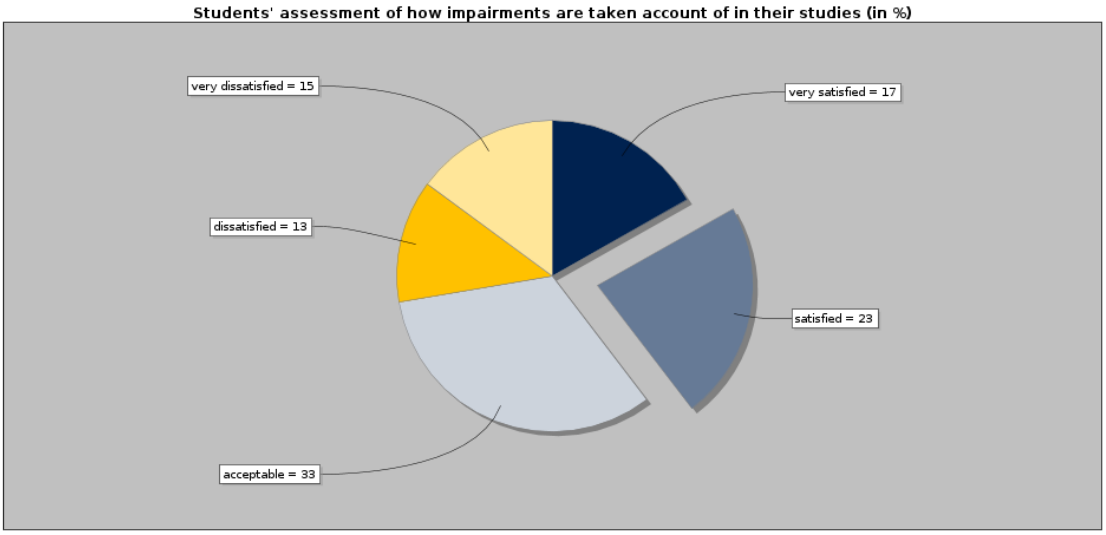
In Latvia several departments of higher education institutions offer a children?s day care service for a limited time - about 4 hours per day. The state support for children is minimal and demographic decline can be observed in the country. The average age of having a first child has increased from 23 years of age in 1990 to 24.4 years in 2000 and 26 years in 2009. Thus the share of students with children among MA students constitutes 24.5% which corresponds to the general tendency.

A. 5. Students' assessment of study impairment and of how it is taken account of

Key indicators:

Students who feel impaired in their studies in %	**17.5**
Students who are (very) satisfied with the way their impairments are taken account of in %	**39.3**
Students who are (very) dissatisfied with the way their impairments are taken account of in %	**28.2**





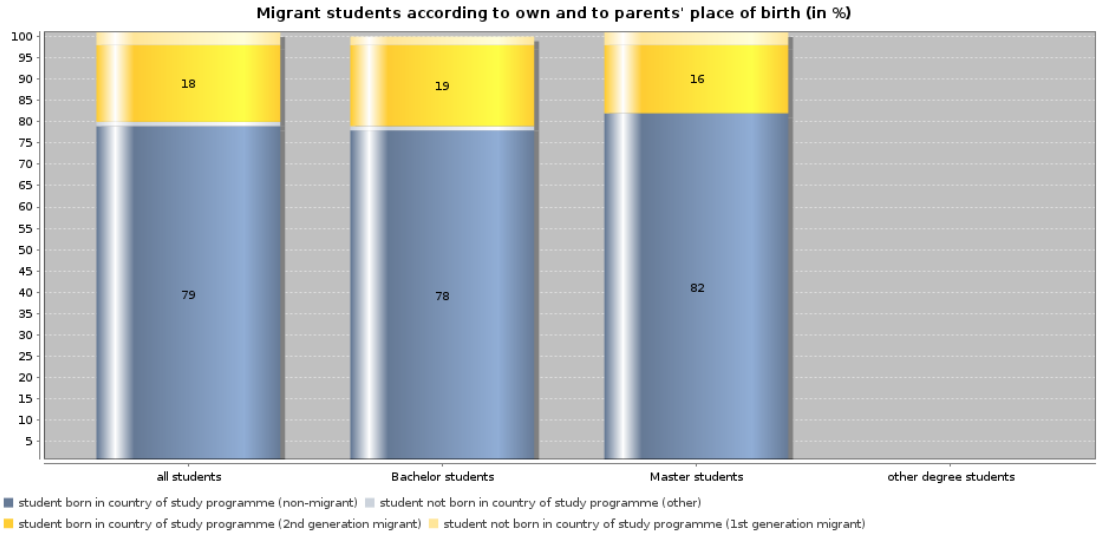
National interpretation of the results of the data analysis :

The question should be interpreted with caution, as out of 297 students with impairments only 18 had physical disabilities, while other students referred to chronic diseases. This explains the high level of satisfaction, as most students with chronic diseases or other health problems do not have special requirements and they can study on the same terms as the students with no impairment.

A. 6. Mobile/migrant students

Key indicators:

Share of non-migrants among all students, in %	**78.8**
Share of non-migrants among all BA students, in %	**78.2**
Share of non-migrants among all MA students, in %	**81.5**
Share of 2nd generation migrants among all students, in %	**18.2**
Share of 2nd generation migrants among all BA students, in %	**18.9**
Share of 2nd generation migrants among all MA students, in %	**15.7**
Share of 1st generation migrants among all students, in %	**2.5**
Share of 1st generation migrants among all BA students, in %	**2.4**
Share of 1st generation migrants among all MA students, in %	**2.6**



National interpretation of the results of the data analysis :

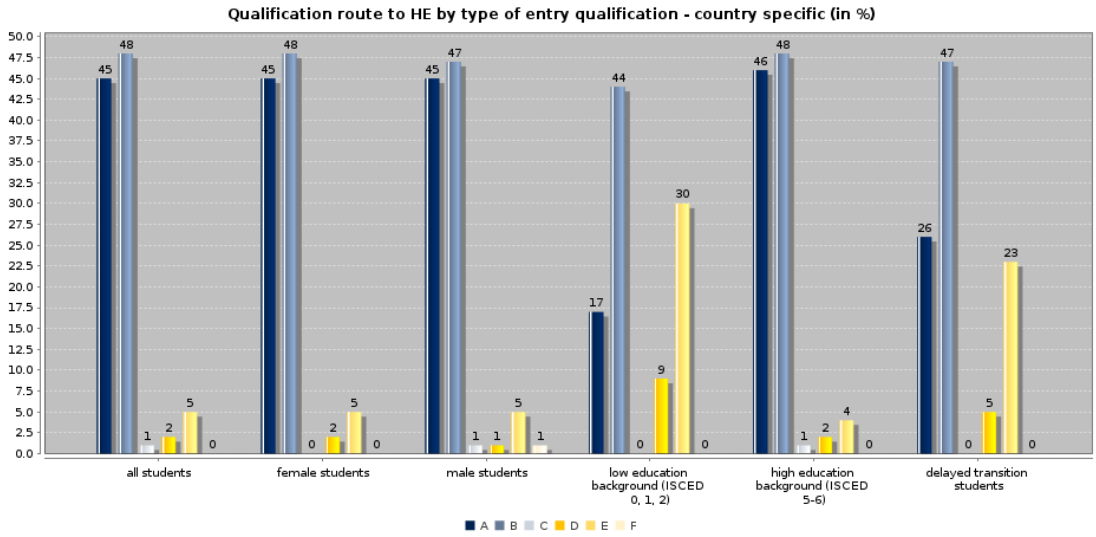
During the Soviet period,large-scale internal migration took place in Latvia, but after 1990 it is regarded as external migration. Thus parents of the half of ethnic Russian students and eight percent of ethnic Latvian students were born outside Latvia in the former Soviet Union. Only 2.5 % of the students are first generation migrants and about 18% can be regarded as second generation migrants.

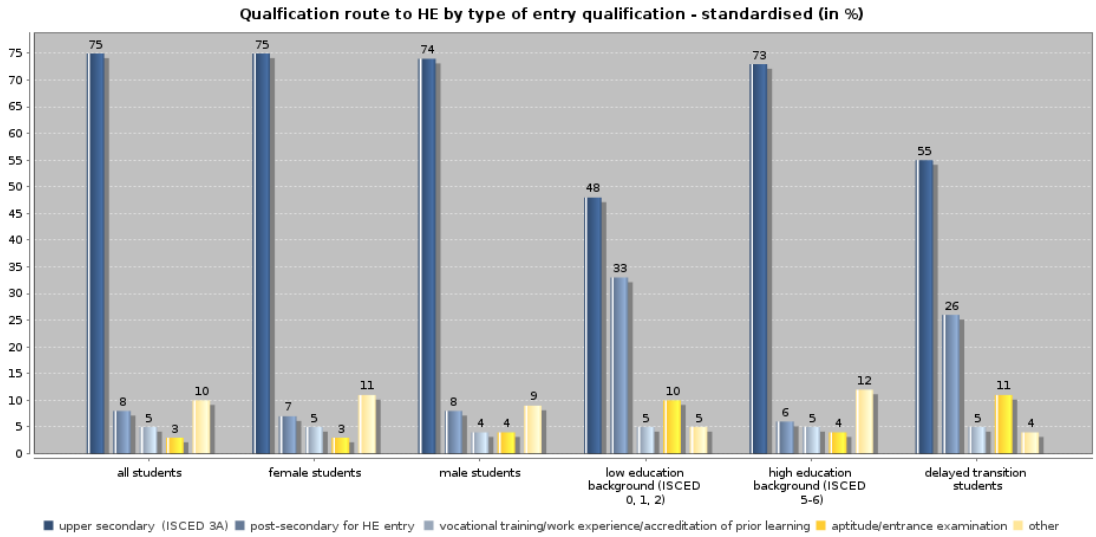
B. Access and entry to higher education

B.1. Qualification routes into higher education

Key indicators:

All students via upper secondary in %	**74.5**
Female students via upper secondary in %	**74.5**
Male students via upper secondary in %	**74.4**
Students with low education background (ISCED 0-2) via upper secondary in %	**47.6**
Students with high education background (ISCED 5-6) via upper secondary in %	**73.3**
Students with delayed transition via upper secondary in %	**54.5**





National interpretation of the results of the data analysis :

Every person that completes secondary education in Latvia receives a certificate of secondary education and the list of results of standardized examinations. These two documents are the main papers for admission to the higher education institutions in the country. Other documents listed in table 1 might be a bonus, but are not the required at the admissions. For foreign students, if the international agreements do not state otherwise, the following documents should be presented at the admission: a certificate of secondary education verified as corresponding to the standards of Latvia; knowledge tested in the foreign country should correspond to admission provisions of the respective institution. Foreign students should be fluent in the language of the instruction of the chosen study program. The majority of studies are offered in Latvian, but there are some programs offered in foreign languages.

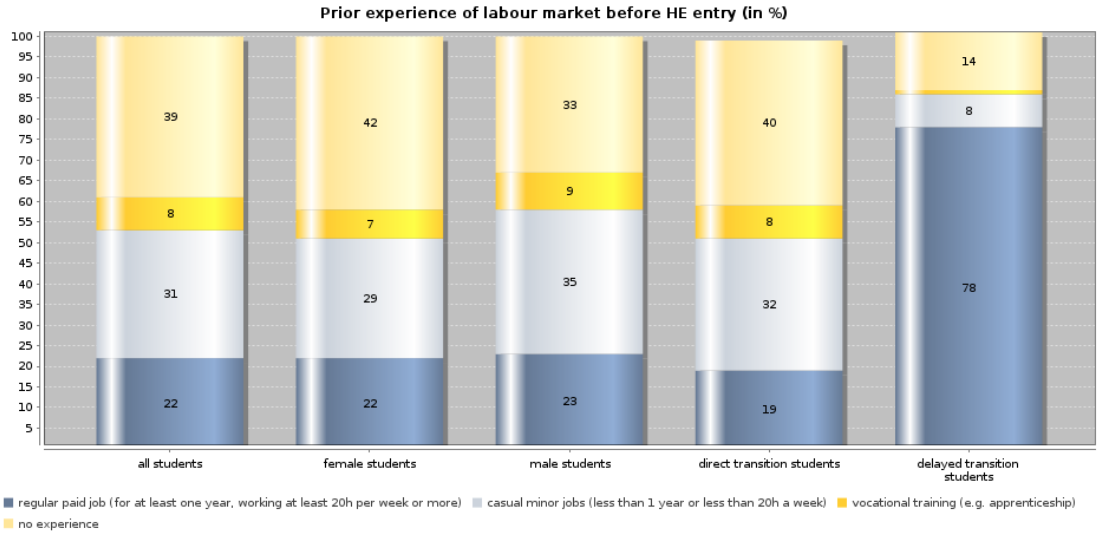
B.2. Prior experience of the labour market before entering higher education

Key indicators:

All students with regular paid job before entering HE in %	**22.3**
Females with regular paid job before entering HE in %	**21.9**
Males with regular paid job before entering HE in %	**23.1**
Direct transition students with regular paid job before entering HE, in %	**19.2**
Delayed transition students with regular paid job before entering HE, in %	**77.5**
All students without labour market experience before entering HE in %	**38.7**
Females without labour market experience before entering HE in %	**42.1**
Males without labour market experience before entering HE in %	**33.4**

National interpretation of the results of the data analysis :

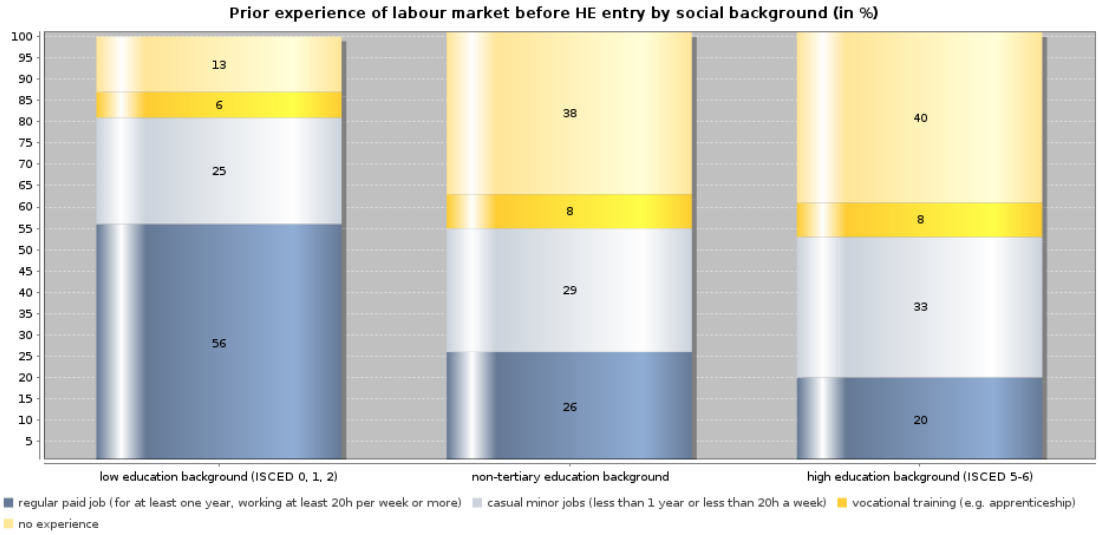
Delayed transition students (77.5%) were working a year prior to entering higher education institutions. About 22% of students have regular paid jobs before entering university, but most students tend to obtain jobs as early as possible after matriculation to support their studies.



B.3. Prior experience of the labour market before entering higher education by social background

Key indicators:

Students without labour market experience and low education background (ISCED 0-2) in %	**12.5**
Students without labour market experience and high education background (ISCED 5-6) in %	**39.6**



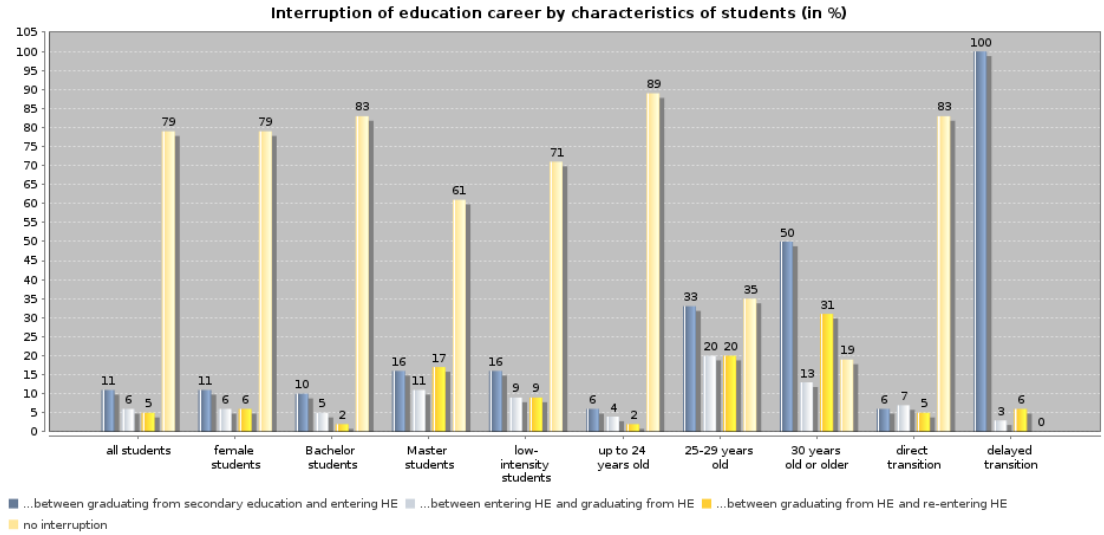
National interpretation of the results of the data analysis :

Parents with a higher level of education can support their children better. However, it should be noted that only 16 students come from the household with a lower secondary education.

B.4. Interruption of education career after graduating from secondary school by characteristics of students

Key indicators:

BA students with interruption between graduating from secondary education and entering HE, in %	**9.9**
BA students with interruption between entering HE and graduating from HE, in %	**5.0**
BA students without interruption, in %	**83.4**



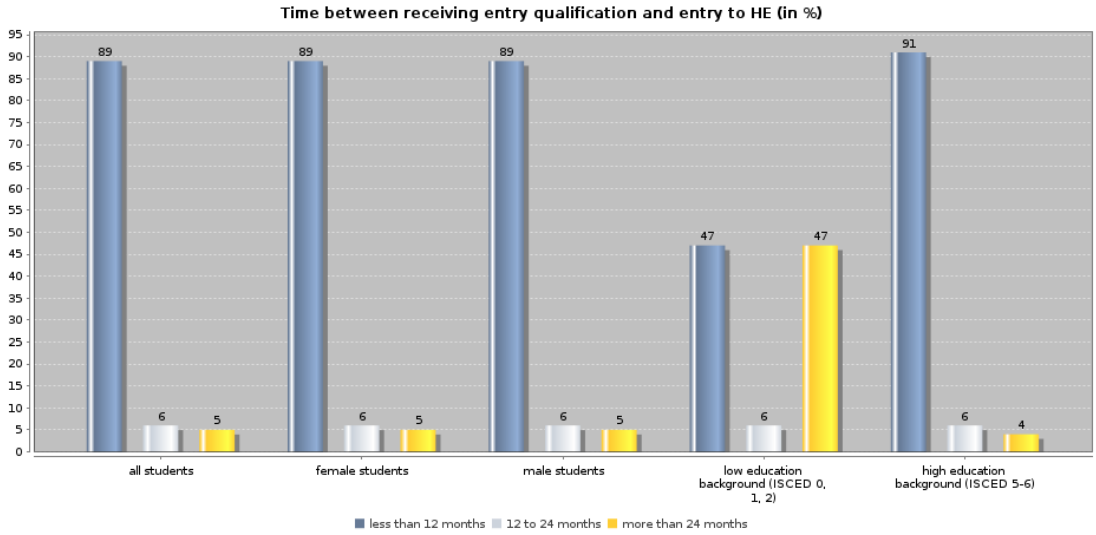
National interpretation of the results of the data analysis :

Only 88 students admit that they interrupted their education before enrolling at the university and fall into the category of delayed transition. This is due to the design of the survey - only full time students participated. The older students were observed as interrupting their studies more often.

B.5. Time between obtaining entry qualification and higher education participation

Key indicators:

Average time between HE qualification and HE entry in months (arithm. mean)	
all students	**7.62**
female students	**8.09**
male students	**6.9**
low education background (ISCED 0-2)	**71.89**



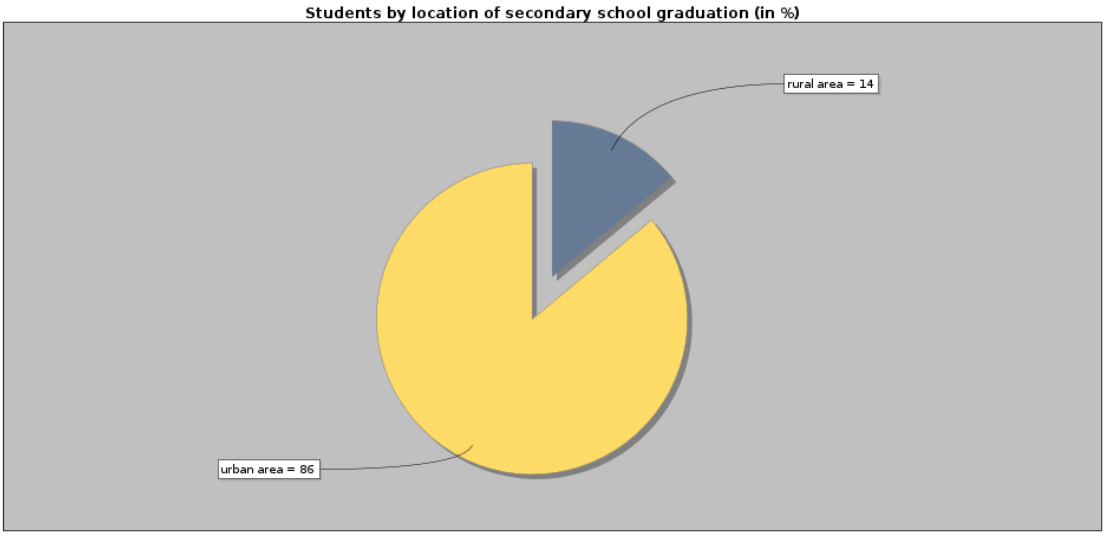
National interpretation of the results of the data analysis :

The difference between qualification and entry is most often one year. About 20 students reported more than 10 years interruption, but as this group constitutes 1% of the sample, it does not affect the standard deviation.

B.6. Location of graduation from secondary education

Key indicators:

Share of students who graduated from secondary education in rural ares, in %	**13.8**



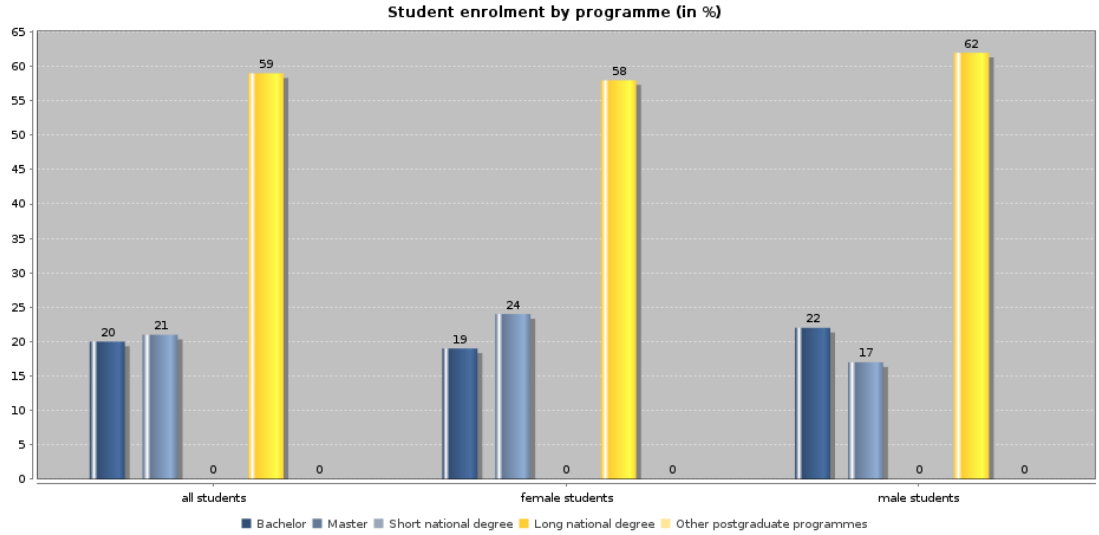
National interpretation of the results of the data analysis :

Average population density for Latvia is 34.8 inhabitants per square kilometre. The data regarding the division of population density by urban and rural areas is not available. The average population density (inhabitants per square kilometre) by statistical regions is the following: Riga (the capital) = 2331.4; Pieriga = 38.1; Vidzeme = 15.3; Kurzeme = 22.0; Zemgale = 26.1; Latgale = 23.1.

B.7. Student enrolment by programme

Key indicators:

All students studying for BA, in %	**19.9**
All students studying for MA, in %	**20.9**
All students studying for other national degrees, in %	**59.3**



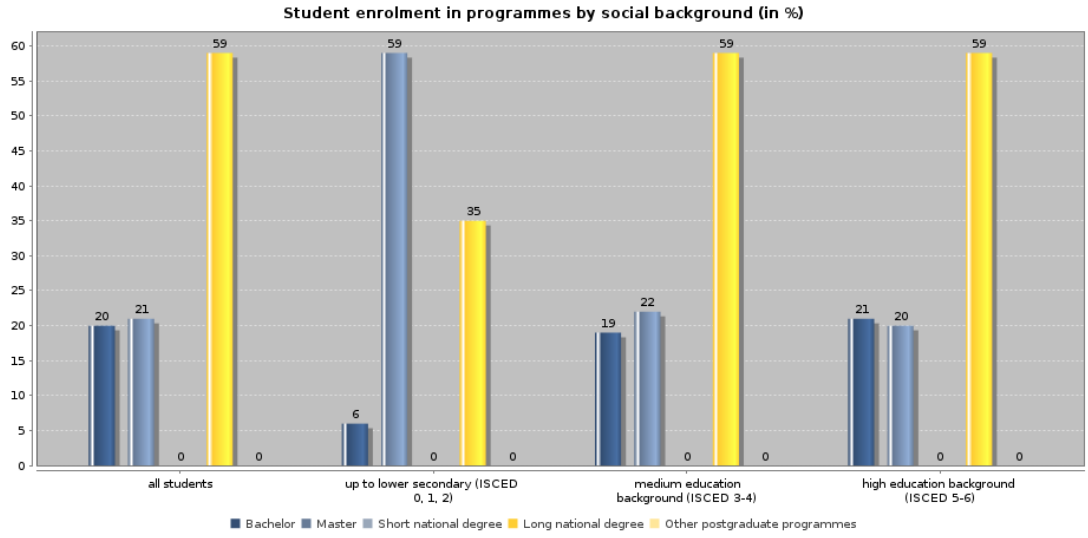
National interpretation of the results of the data analysis :

National statistics: Number of students in 2009/2010 - 112 555 (Bachelor - 24 181; Master - 51 232). Most of the students can be considered as studying long national degrees as many BA students are currently enrolled in the four or five year programs. The transition to three year BA programs in accordance with the Bologna process is in progress. In Latvia no quotas are applied for participation in MA programs.

B.8. Enrolment in programmes by social background

Key indicators:

Students with low education background (ISCED 0-2) studying for BA, in %	**5.9**
Students with low education background (ISCED 0-2) studying for MA, in %	**58.8**
Students with high education background (ISCED 5-6) studying for BA, in %	**21.1**
Students with high education background (ISCED 5-6) studying for MA, in %	**19.8**



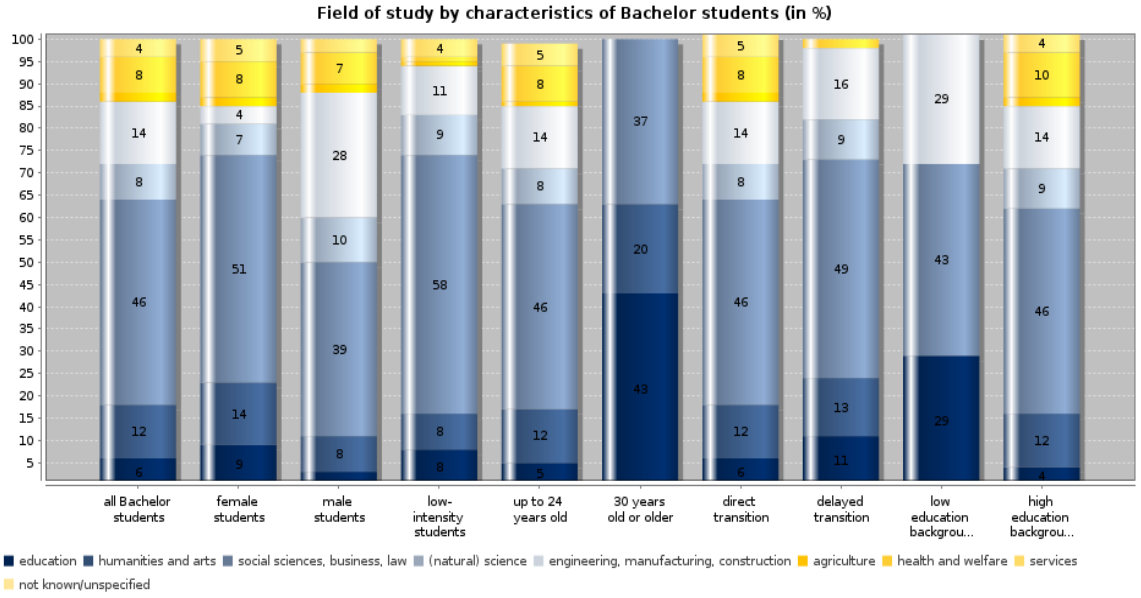
National interpretation of the results of the data analysis :

Only 17 students come from the household with lower secondary education. During the Soviet period, secondary education was compulsory in Latvia, thus the generation of students? parents with a secondary or higher level of education. The social stratification of society took place within the last twenty years and is a rather new phenomenon.

B.9. Field of study by characteristics of BA students

Key indicators:

Students in engineering disciplines among all BA students, in %	**13.6**
Students in humanities and arts among all BA students, in %	**11.7**
Students in social sciences, business and law among all BA students, in %	**46.0**
BA students from lowest education backgrounds in engineering disciplines, in %	**28.6**
BA students from lowest education backgrounds in humanities and arts, in %	**n.d.**
BA students from lowest education backgrounds in social sciences, business and law, in %	**42.9**



National interpretation of the results of the data analysis :

According to the data from the Ministry of Education and Science in 2009 the first year students were distributed by field of study as follows: social sciences - 41.5%; engineering - 16.5%; humanities and arts - 10%; health and welfare - 8.8%; science - 8.6%; education; 7.75; services - 5.8%; agriculture - 1.3%. During the last years, the distribution of students according to field of studies has not changed significantly. Most of the students prefer social studies while the proportion of students choosing engineering is increasing rather slowly (from 9.2% in 2004 to 12.2% in 2009) despite state policy and the increased number of state budget places in this field. In 1997/98 about 20.5% of students were choosing the engineering field.

B.10. Formal status of enrolment

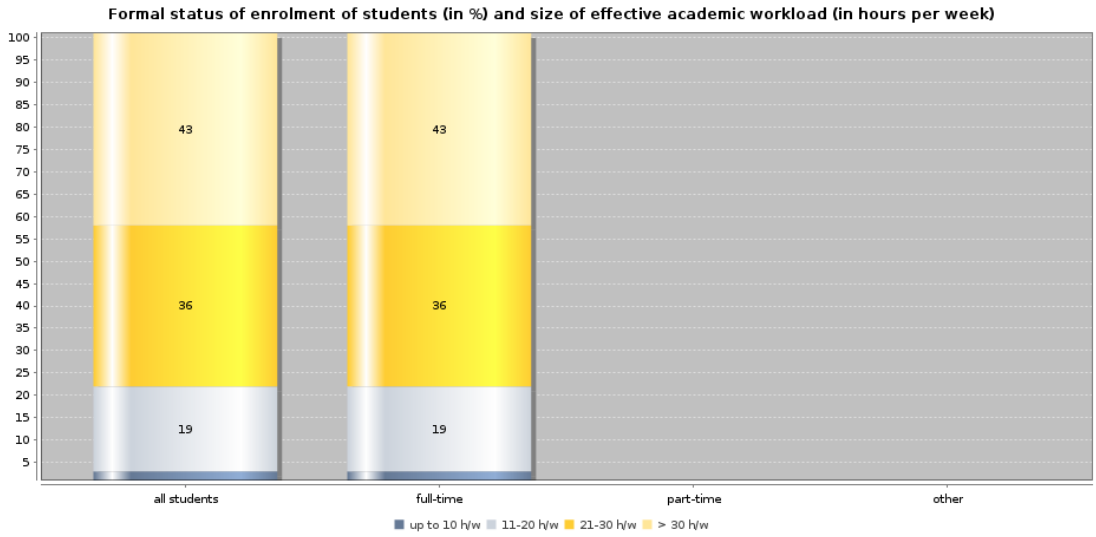
National interpretation of the results of the data analysis :

All 1709 students surveyed were full time students. Among them about 615 were female students, but this proportion was different in different subject fields. In Education and Arts and Humanities studies the share of female students is quite high - 84% and 76% respectively, while in Engineering 22% and in Sciences and IT - 44%. As to the ethnic background - 73% of the surveyed students were Latvian, 22% - Russian and 4% - with a different ethnic background.

B.11. Formal status of enrolment by size of academic workload

Key indicators:

All students with study-related activities up to 20 hours per week, in %	**22.1**
Students with full-time status and study-related activities up to 20 hours per week, in %	**22.1**
Students with part-time status and study-related activities of 21 hours or more per week, in %	**n.d.**



National interpretation of the results of the data analysis :

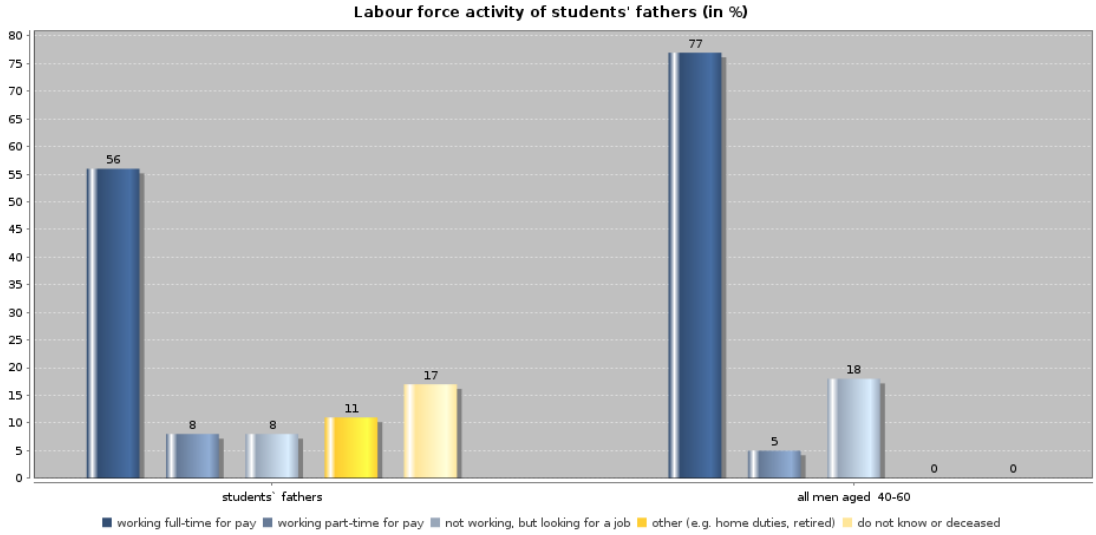
On average students devote 22 hours per week to their study related activities. This can be explained by the fact that the majority of students are working in order to support their studies and working hours are replacing study related activities, particularly independent studies of their own.

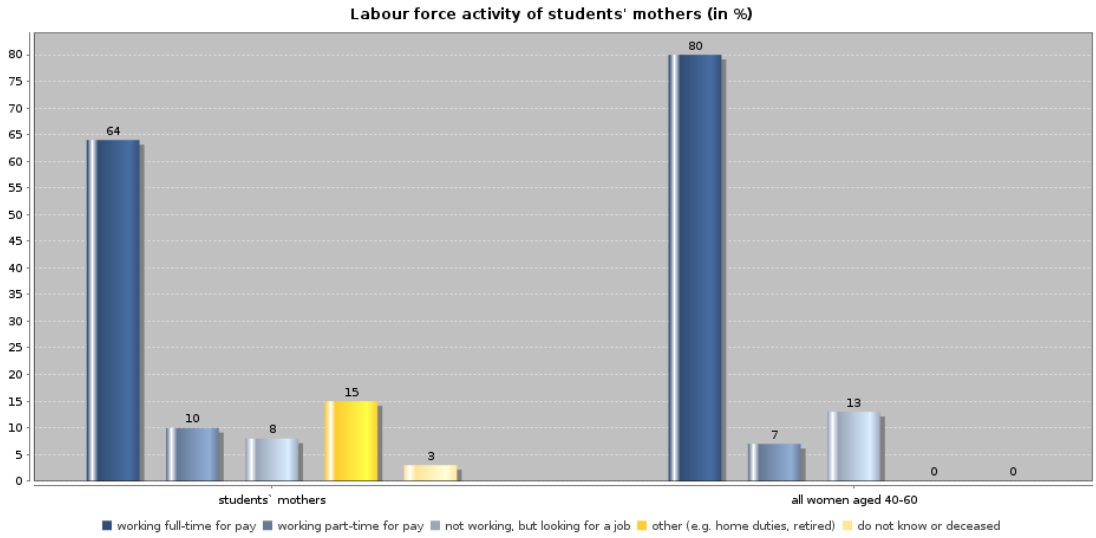
C. Social background of student body

C.1. Labour force activity of students' parents

Key indicators:

Share of economically active students' fathers in %	**64.4**
Share of economically active students' mothers in %	**74.1**
Ratio of economically active students' fathers to corresponding male population	**0.8**
Ratio of economically active students' mothers to corresponding female population	**0.8**





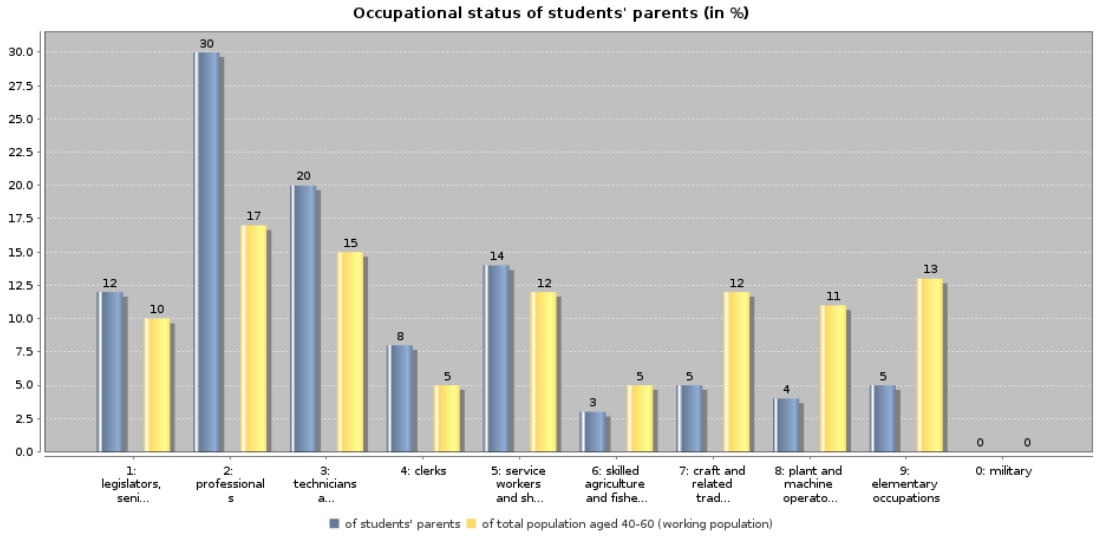
National interpretation of the results of the data analysis :

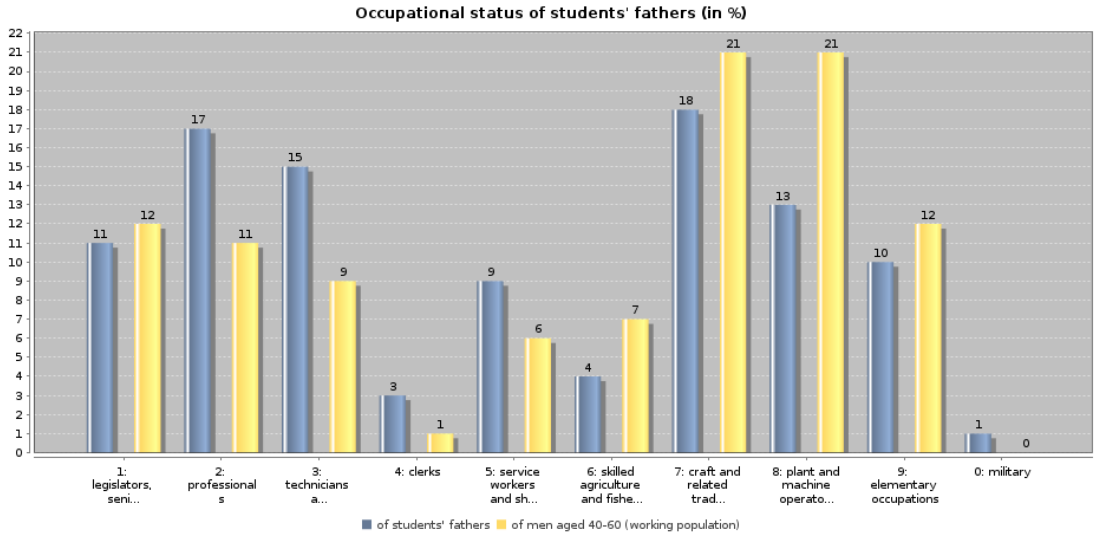
The data from the survey should be compared to the national statistics with caution as it is not known if the age group 40 to 60 years reflects the real age of the group of students' parents.

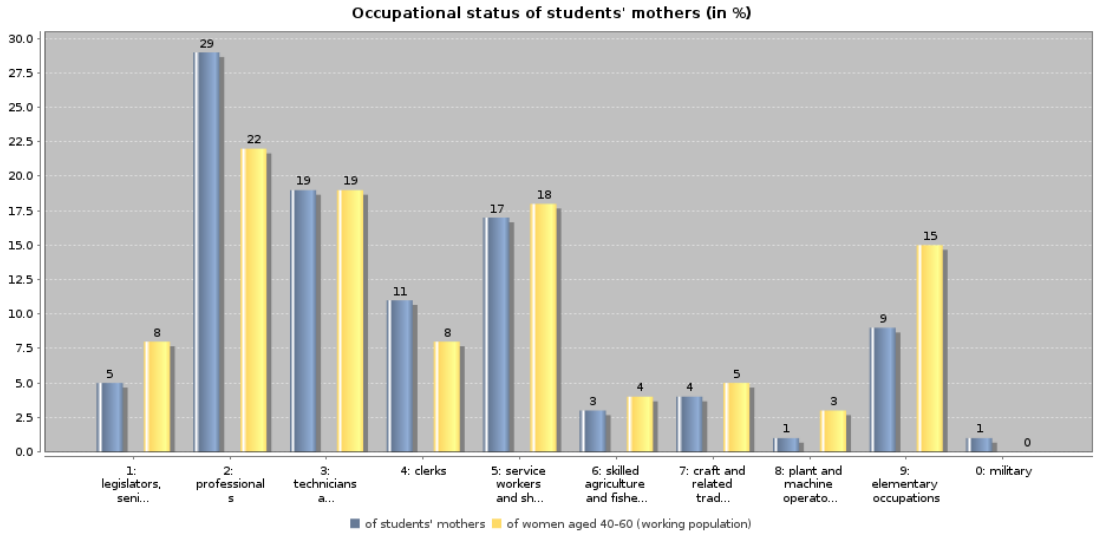
C.2. Occupational status of students' parents

Key indicators:

Students' parents with blue-collar occupation in%	**16.4**
Students' fathers with blue-collar occupation in %	**45.2**
Students' mothers with blue-collar occupation in %	**17.8**
Ratio of students' fathers with blue-collar occupation to counterparts in working population	**0.8**
Ratio of students' mothers with blue-collar occupation to counterparts in working poulation	**0.7**







National interpretation of the results of the data analysis :

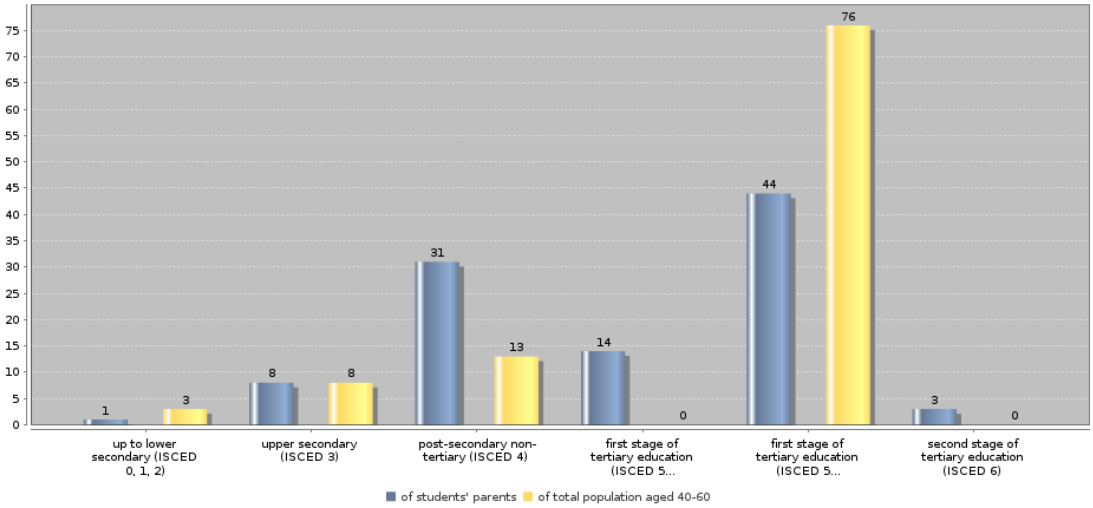
To obtain parental occupation data we used the International Standard Classification of Occupations (ISCO-08). In the questionnaire we also provided examples of professions in each subcategory so students could more easily identify the occupation of their parents. It should be noted that due to the development of small private companies, an increase in the number of managers could be, as each small enterprise has its own manager or director, and thus the share of blue-collar occupations might decrease.

C.3. Highest educational attainment of students' parents

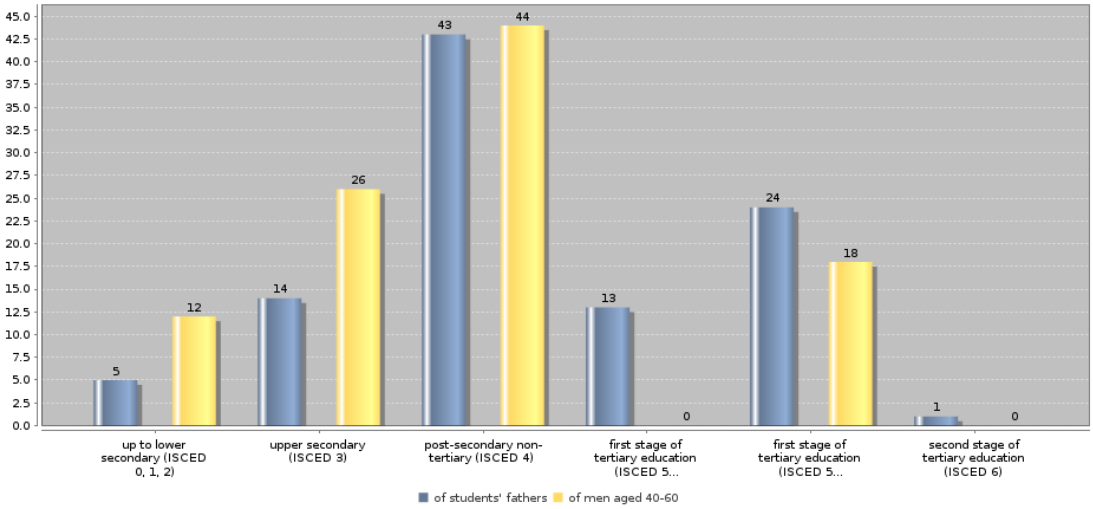
Key indicators:

Students' parents without tertiary education (not ISCED 5-6) in %	**39.6**
Students' fathers without tertiary education (not ISCED 5-6) in %	**61.6**
Students' mothers without tertiary education (not ISCED 5-6) in %	**45.8**
Ratio students' fathers without tertiary education to counterparts in total population	**0.7**
Ratio students' mothers without tertiary education to counterparts in total population	**0.7**

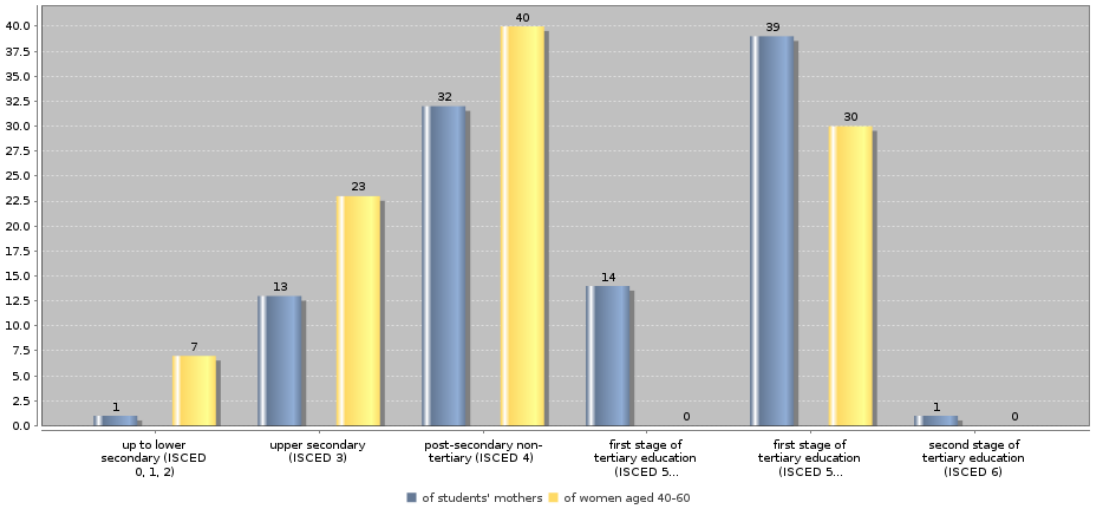
Highest educational qualification of students' parents (in %)



Highest educational qualification of students' fathers (in %)



Highest educational qualification of students' mothers (in %)



National interpretation of the results of the data analysis :

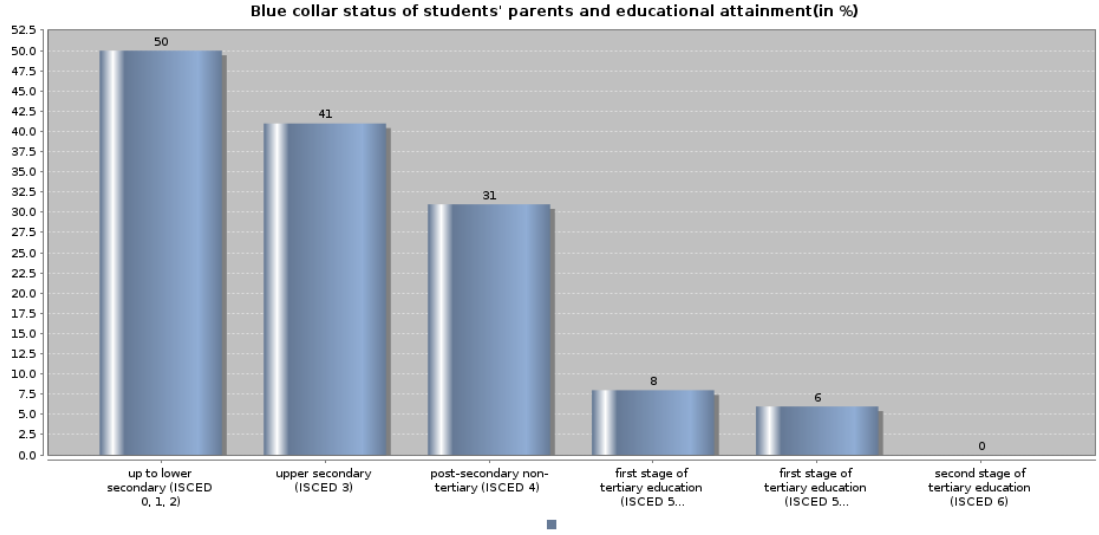
Student's parents in general have lower level of education than the respondents themselves, as there are about 62% of fathers without tertiary education as oppose to 46% of mothers. This reflects the current tendency as there are more female students than male students in higher education institutions in Latvia. According the Human Development Report Latvia 2008/2009 gender differences (% of female in relation to males) in the tertiary education enrolment (students age 19-23) were 175% in 2008.

C.4. Occupational status by highest educational attainment

Key indicators:

Students' parents with blue collar status and ..

without tertiary education (not ISCED 5-6) of all students' parents with blue collar status, in %	**77.8**
with up to lower secondary education (ISCED 0-2) of all students' parents with blue collar status, in %	**2.3**



National interpretation of the results of the data analysis :

In general it can be observed that parents with higher levels of education have jobs requiring higher skill levels. It should be noted that parents who indicated the ISCED 4 level education are occupying low and high skill level positions. This is because parents with unfinished higher education who can be employed in positions requiring high level skills also fall in this category, but we do not have sufficient data to estimate the share of this kind of respondents. During Soviet times, secondary education was

compulsory in Latvia, thus the generation of students? parents with a secondary or higher level of education. The social stratification of society took place within the last twenty years and is a rather new phenomenon. Persons with a higher level of education are not employed in blue collar positions.

C.5. Highest educational attainment of students' parents by characteristics of students

Key indicators:

Share of all students' parents without tertiary education (ISCED 5-6), in %	**39.6**
Share of BA students' parents without tertiary education (ISCED 5-6), in %	**38.5**
Share of MA students' parents without tertiary education (ISCED 5-6), in %	**43.1**
Share of low-intensity students' parents without tertiary education (ISCED 5-6), in %	**41.5**
Share of 30 years or older students' parents without tertiary education (ISCED 5-6), in %	**62.5**
Share of delayed transition students' parents without tertiary education (not ISCED 5-6), in %	**57.5**

National interpretation of the results of the data analysis :

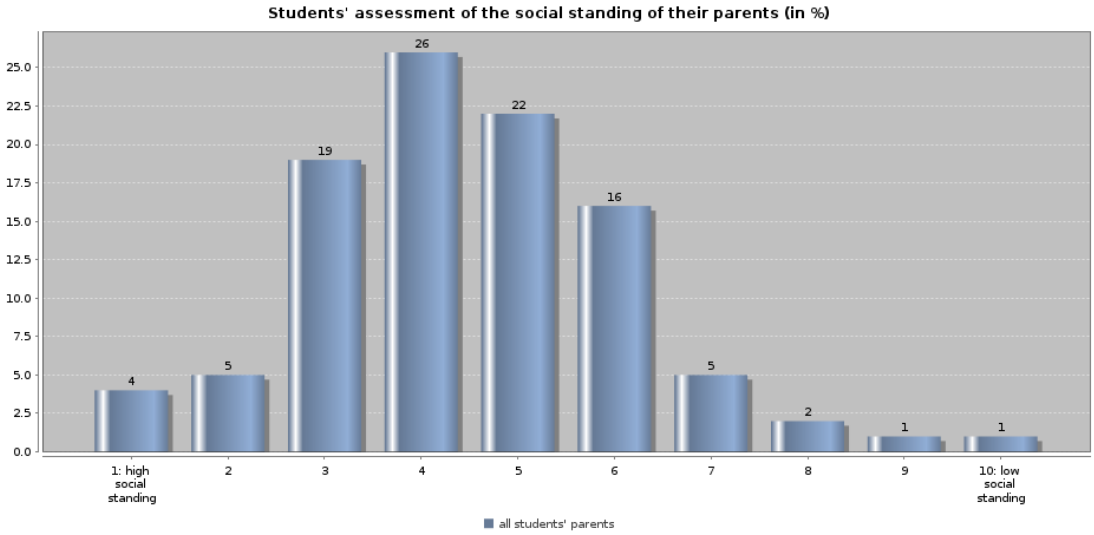
There are only seven bachelor students and 10 master students whose parents have a low level of education. Thus any comparison of this group should be done with caution. About 60% of students have parents with a higher level of education (ISDED 5 and ISCED 6) thus it could be concluded that students coming from families with highly educated parents are more likely to enroll in university than students coming from families with a medium or low level of education.

C.6. Assessments of social standing of parents

Key indicators:

Students' parents with higher social standing (1-5) **74.7**

Students' parents with lower social standing (6-10) **25.2**



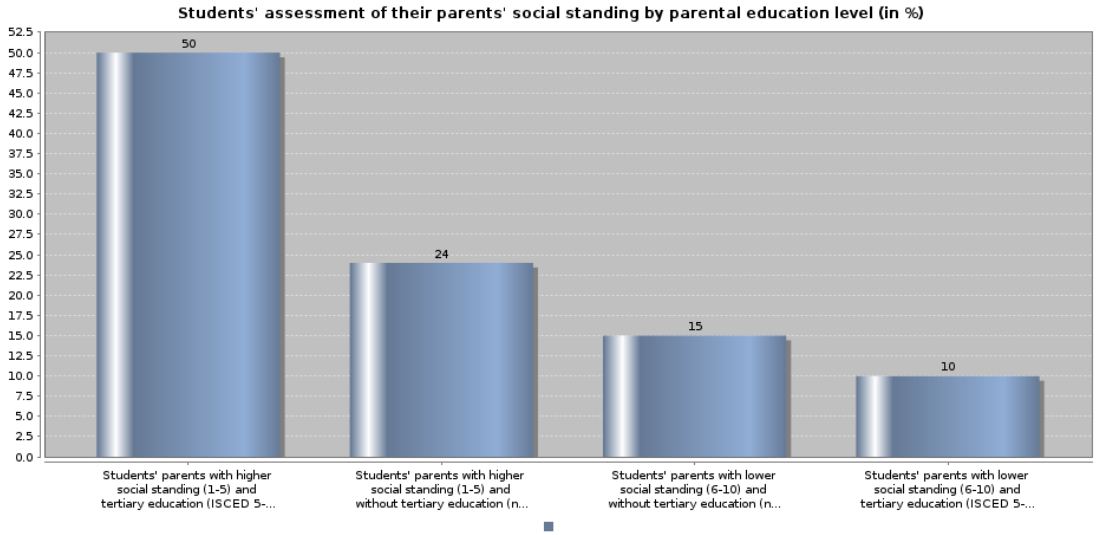
National interpretation of the results of the data analysis :

This variable should be analyzed with caution. After the collapse of the Soviet Union, the situation regarding socials status of families undervent rapid change. The economic development of the country is uneven with a heavy crisis developing in 2009. Thus there is a lack of objective criteria on how the level of education affects the level of salary and what an indication of the social status is.

C.7. Assessments of social standing of parents by highest educational attainment of parents

Key indicators:

Students' parents with higher social standing (1-5) and tertiary education (ISCED 5-6) of all parents, in %	**49.5**
Students' parents with higher social standing (1-5) and without tertiary education (not ISCED 5-6) of all parents, in %	**24.4**
Students' parents with lower social standing (6-10) and without tertiary education (not ISCED 5-6) of all parents, in %	**14.5**
Students' parents with lower social standing (6-10) and tertiary education (ISCED 5-6) of all parents, in %	**10.4**



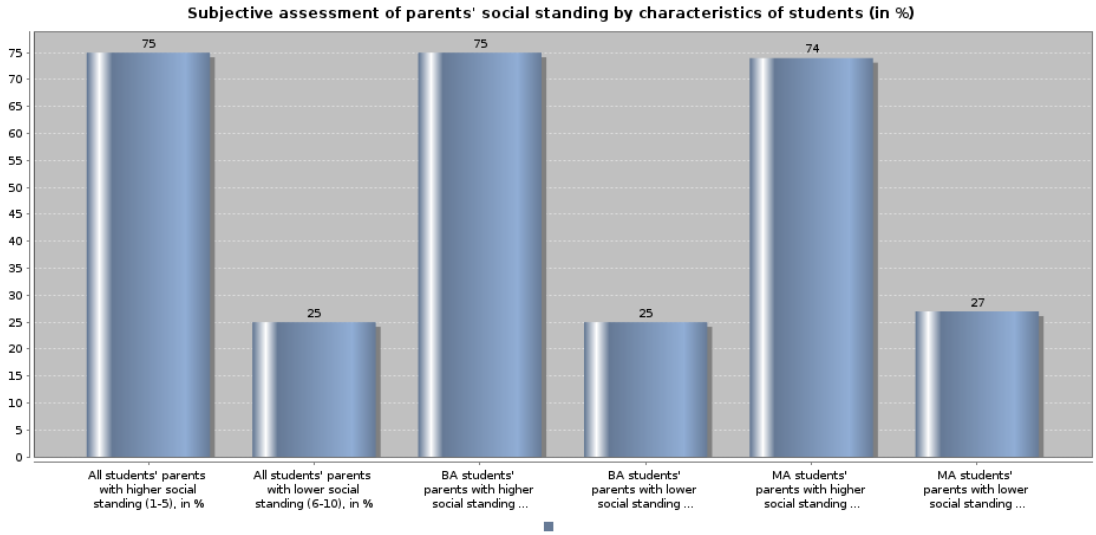
National interpretation of the results of the data analysis :

There are three persons with a low level of education indicating low social standing, meaning 16.7% in the figure below should be analyzed with caution. The students coming from families with a low level of education do not consider themselves high social status families. On average, students consider that if they come from a family with vocational education (ISCED 5B) their social status is lower than for those coming from families with a higher level of education (ISCED 5A).

C.8. Assessments of social standing of parents by characteristics of students

Key indicators:

All students' parents with higher social standing (1-5), in % **74.7**
All students' parents with lower social standing (6-10), in % **25.2**
BA students' parents with higher social standing (1-5), in % **75.1**
BA students' parents with lower social standing (6-10), in % **24.9**
MA students' parents with higher social standing (1-5), in % **73.6**
MA students' parents with lower social standing (6-10), in % **26.5**



National interpretation of the results of the data analysis :

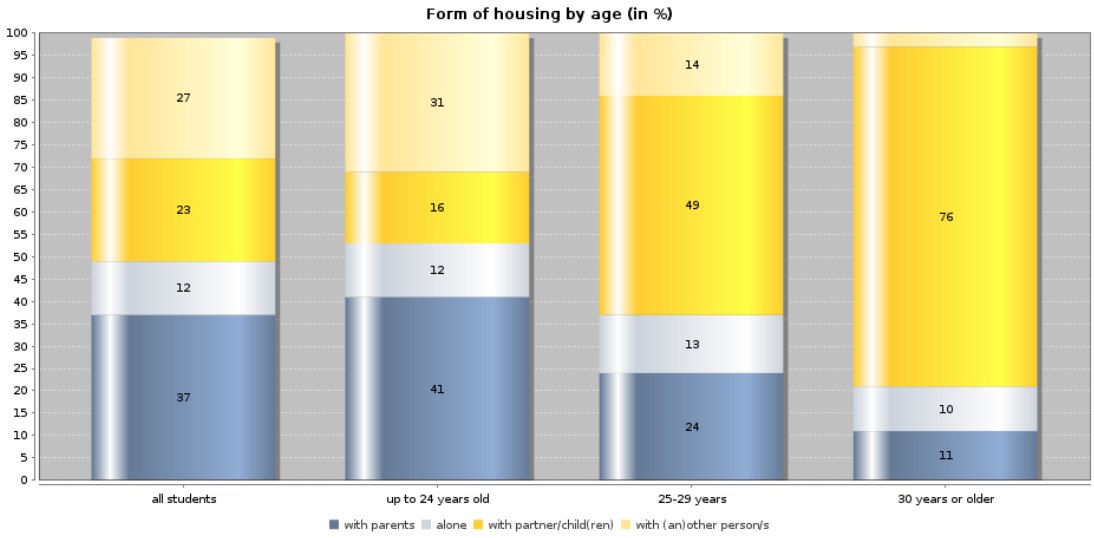
There are no differences observed between bachelor and master students in terms of their assessment of social standing. In Latvia the notion of social standing is very subjective as currently there are no clear criteria for low or high social standing, because the social stratification of society started about 20 years ago. In this survey the low intensity students in Latvia are a peculiar group, as only full time students were surveyed. Thus there should not be low intensity students observed at all, but due to the current economic situation, students work at the expense of their personal study time.

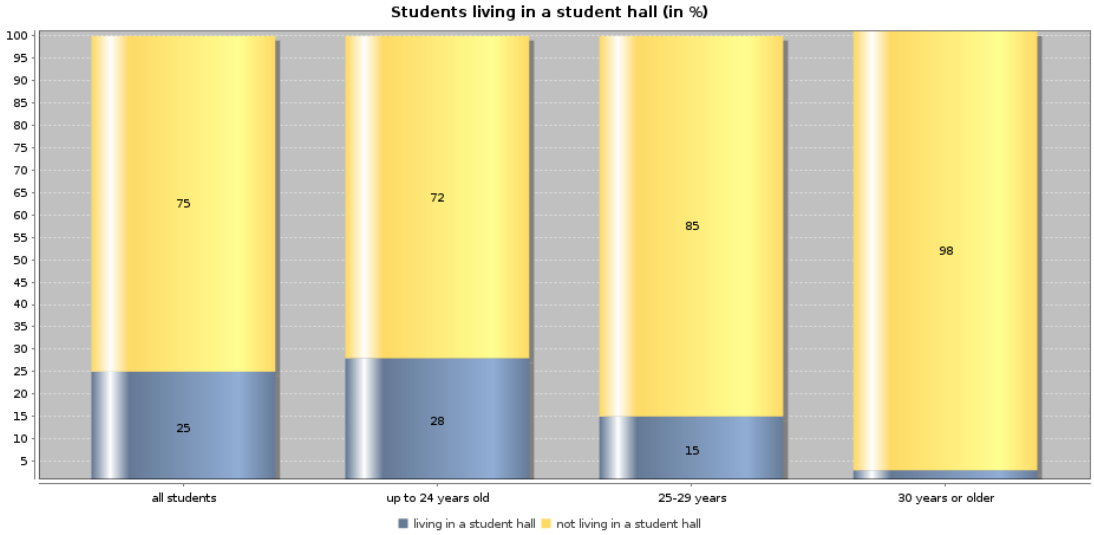
D. Accommodation

D.1. Form of housing by age

Key indicators:

Share of all students living with parents, in %		**37.4**
Share of all students not living with parents, in %		**62.6**
Share of all students living in student halls, in %		**24.9**
Share of students up to 24 years old living in the most frequent type of housing, in %	**1.0**	**41.1**
Share of students 30 years or older living in the most frequent type of housing, in %	**3.0**	**75.6**





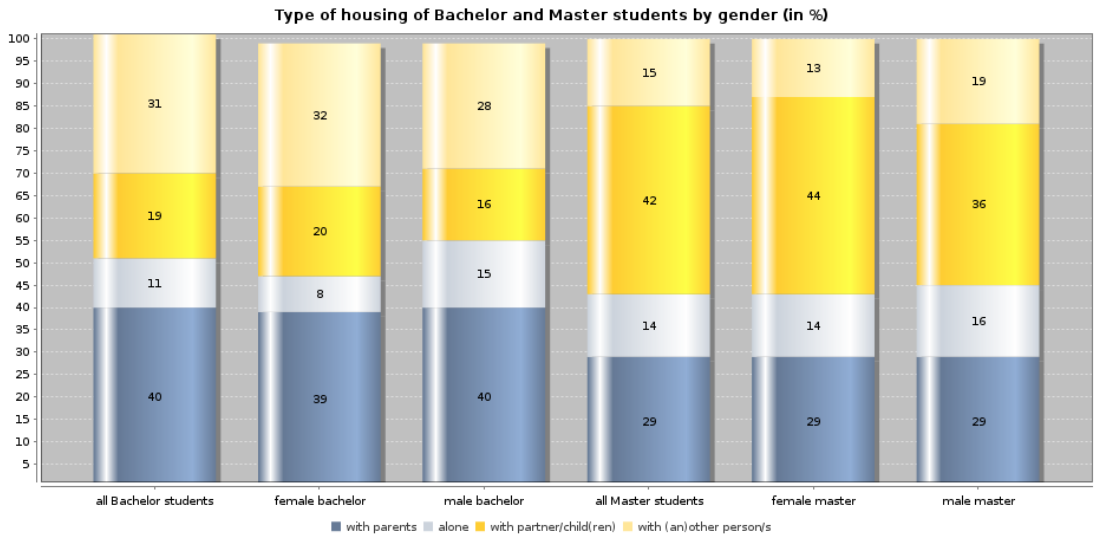
National interpretation of the results of the data analysis :

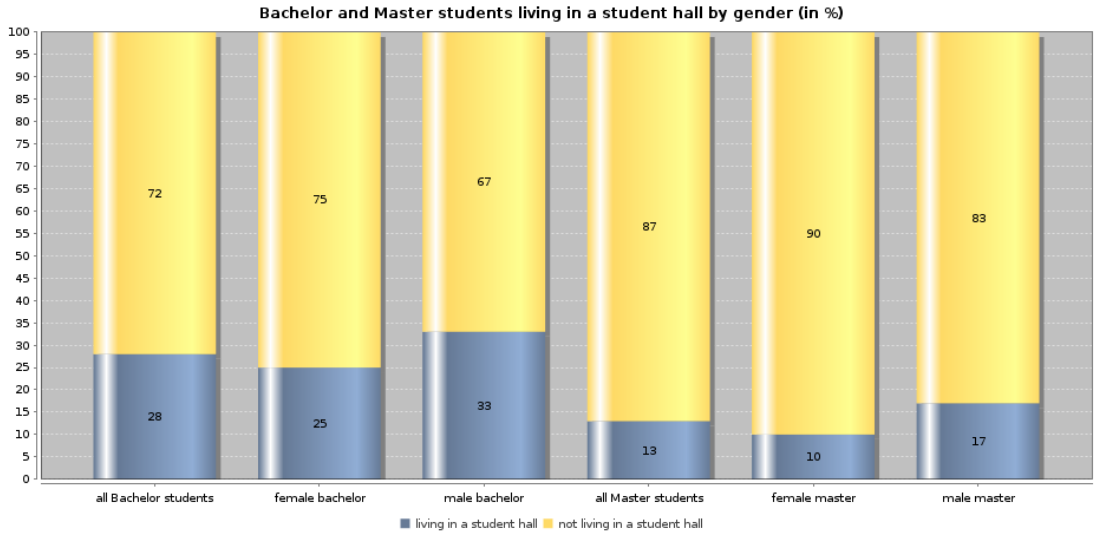
Student halls are available and are rather cheap, thus the majority of newly enrolled students from rural areas choose to stay in dormitories, while in the later years of their studies they prefer to rent an apartment. Student halls are available to all students regardless of whether they study for a fee or in state assigned study places. Older students prefer not to live with their parents, and also do not stay in dormitories, but are more likely to live together with a partner and/ or children. Due to the economic crisis, after 2007 the real estate market is low and thus a larger amount of apartments are available to students for acceptable prices.

D.2. Form of housing by gender and study programme

Key indicators:

Share of all Bachelor students living with parents, in %	**39.6**
Share of all Bachelor students living in student halls, in %	**28.2**
Share of all Master students living with parents, in %	**28.8**
Share of all Master students living in student halls, in %	**12.6**





National interpretation of the results of the data analysis :

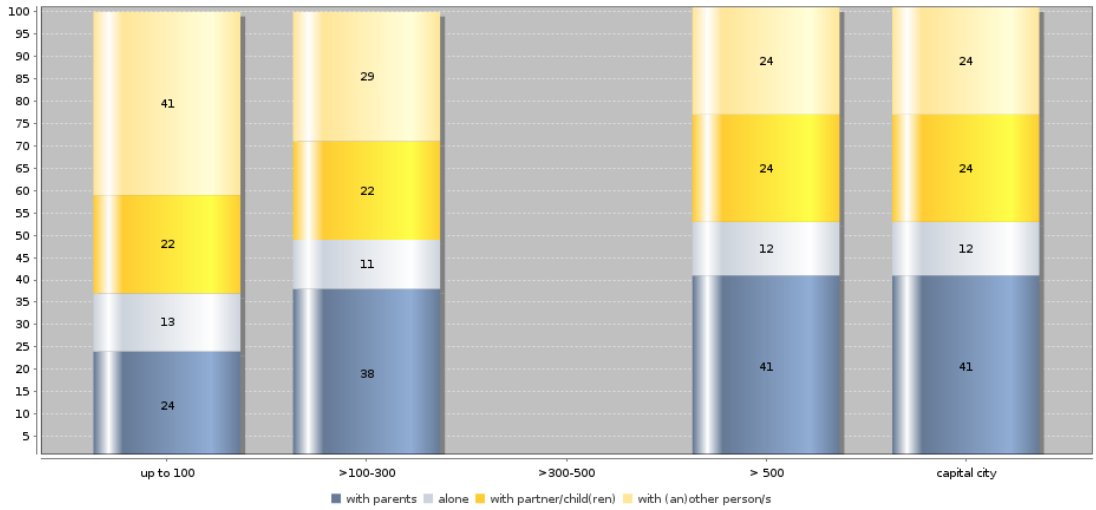
Due to the economic crisis after 2007 the real estate market is low and thus a larger amount of apartments are available to students for acceptable prices. The tendencies for male and female students in regards to their housing habits are rather similar. Male bachelor students more frequently live alone (15%) as opposed to their female counterparts (8 %). Master students live with their parents or in student halls less frequently then bachelor students, but more frequently live with their partners.

D.3. Form of housing by size of study location

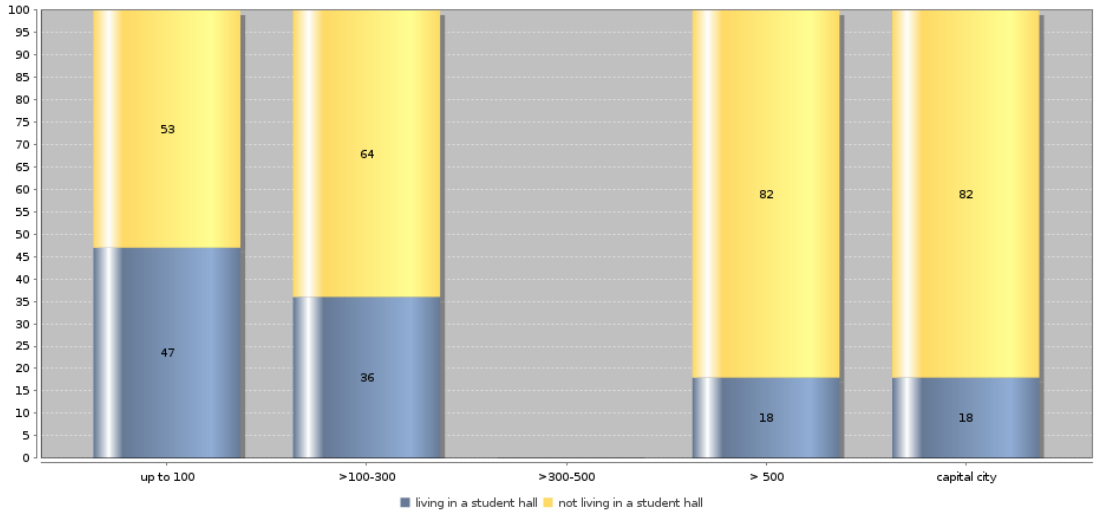
Key indicators:

Ratio of students living (not with parents)/(with parents) in locations up to 100 thousand inhabitants	**3.1**
Ratio of students living (not with parents)/(with parents) in locations > 100-300 thousand inhabitants	**1.6**
Ratio of students living (not with parents)/(with parents) in locations > 300-500 thousand inhabitants	**n.d.**
Ratio of students living (not with parents)/(with parents) in locations > 500 thousand inhabitants	**1.4**
Ratio of students living (not with parents)/(with parents) in capital city	**1.4**

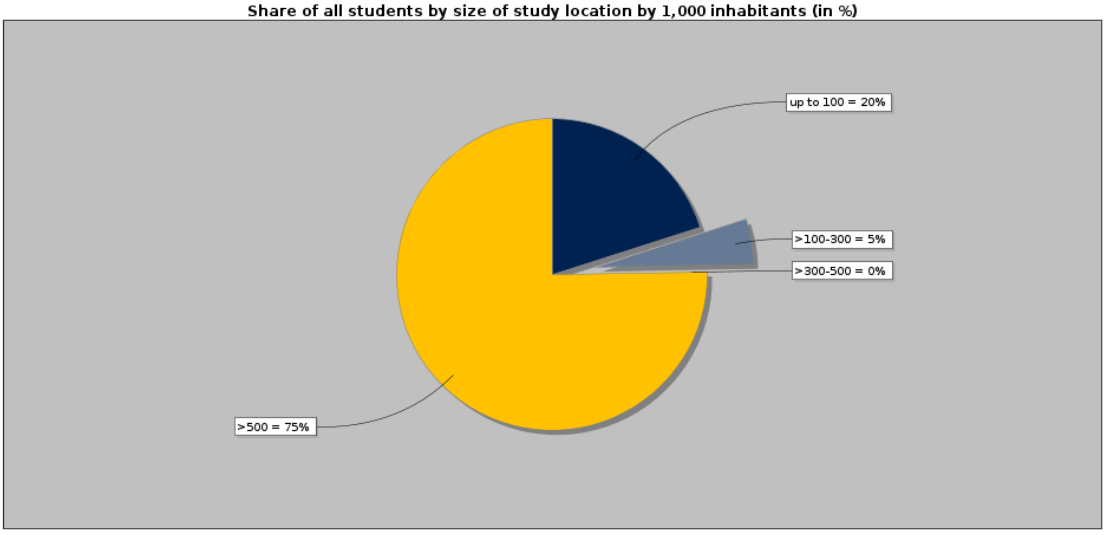
Type of housing by size of study location by 1,000 inhabitants (in %)



Students living in a student hall by size of study location by 1,000 inhabitants (in %)



Share of all students by size of study location by 1,000 inhabitants (in %)



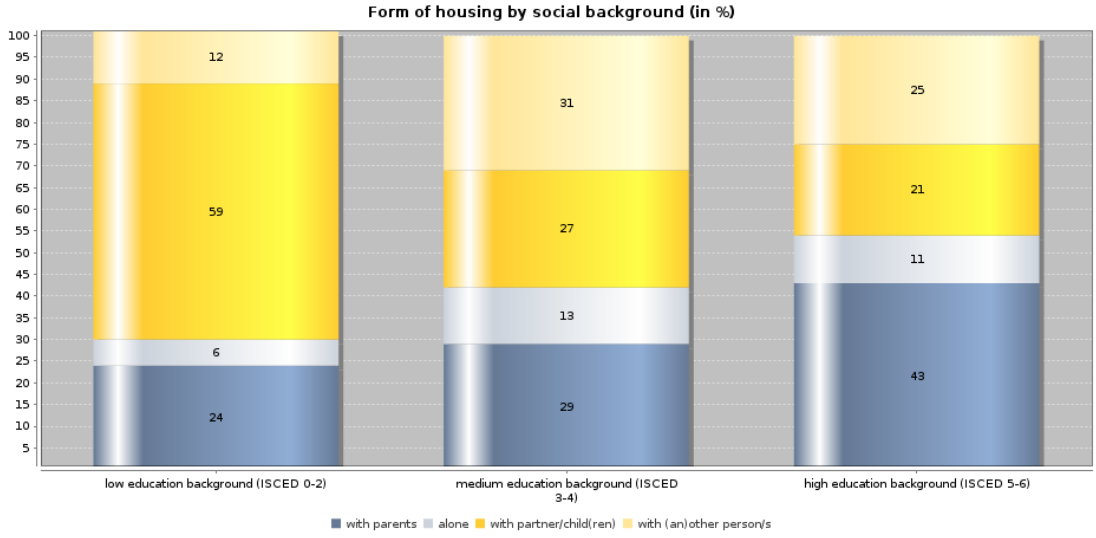
National interpretation of the results of the data analysis :

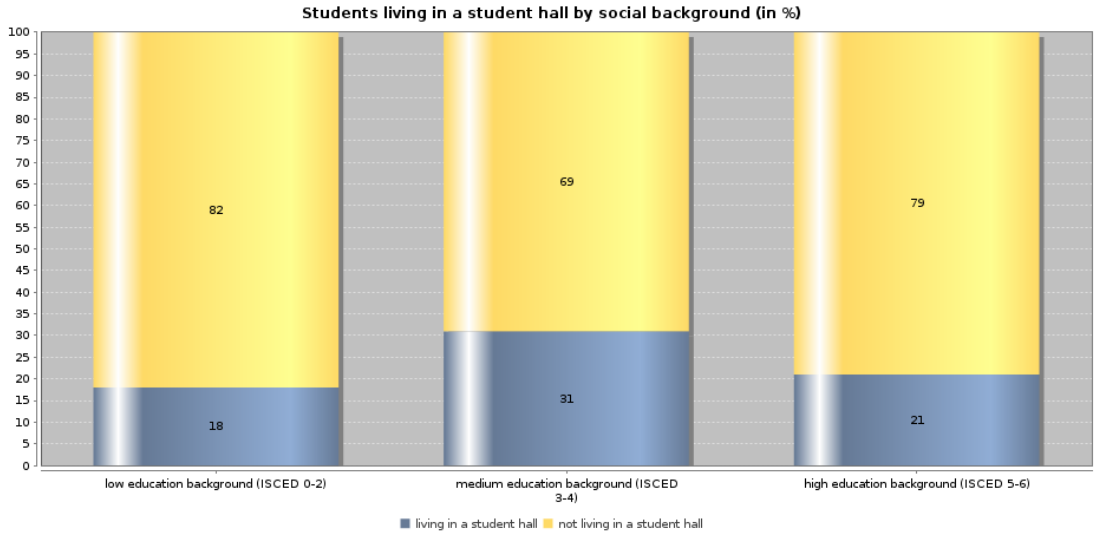
In Latvia the capital city Riga attracts most students and also most higher education institutions are located here. Although there are a few regional universities, they are less competitive and thus less appealing for students, therefore most students from different regions prefer to study in the capital. Only those students who have very specific interest in a particular study programme are interested in moving from Riga to a regional university. For example, the study program in tourism is offered in one regional university in Valmiera about 100 km outside Riga.

D.4. Form of housing by social background

Key indicators:

Share of all students from low education background (ISCED 0-2) living with parents, in %	**23.5**
Share of all students from low education background (ISCED 0-2) living in student halls, in %	**17.6**
Share of all students from high education background (ISCED 5-6) living with parents, in %	**42.8**
Share of all students from high education background (ISCED 5-6) living in student halls, in %	**21.1**





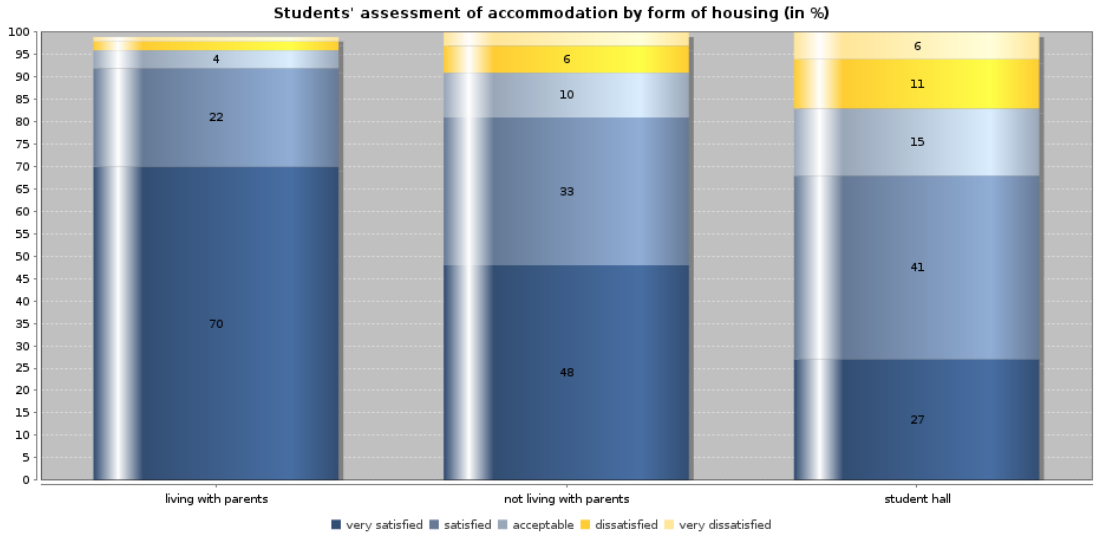
National interpretation of the results of the data analysis :

A small number of cases - only three students living in a student hall and only four students living with parents come from families with a low education background. Currently there is no shortage of rooms in the student halls, so everyone who applies gets a place. Students with social needs can apply for some subsidies to cover costs for the dormitory. The living conditions in dormitories vary, but usually there are three to four students living in one room, thus students are tempted to rent an apartment.

D.5. Assessment of accommodation by form of housing

Key indicators:

Students living with parents, who are (very) satisfied in %: **91.8**
Students not living with parents, who are (very) satisfied in %: **81.5**
Students residing in student halls, who are (very) satisfied in %: **68.2**
Students living with parents, who are (very) dissatisfied in %: **3.8**
Students not living with parents, who are (very) dissatisfied in %: **8.4**
Students residing in student halls, who are (very) dissatisfied in %: **17.0**



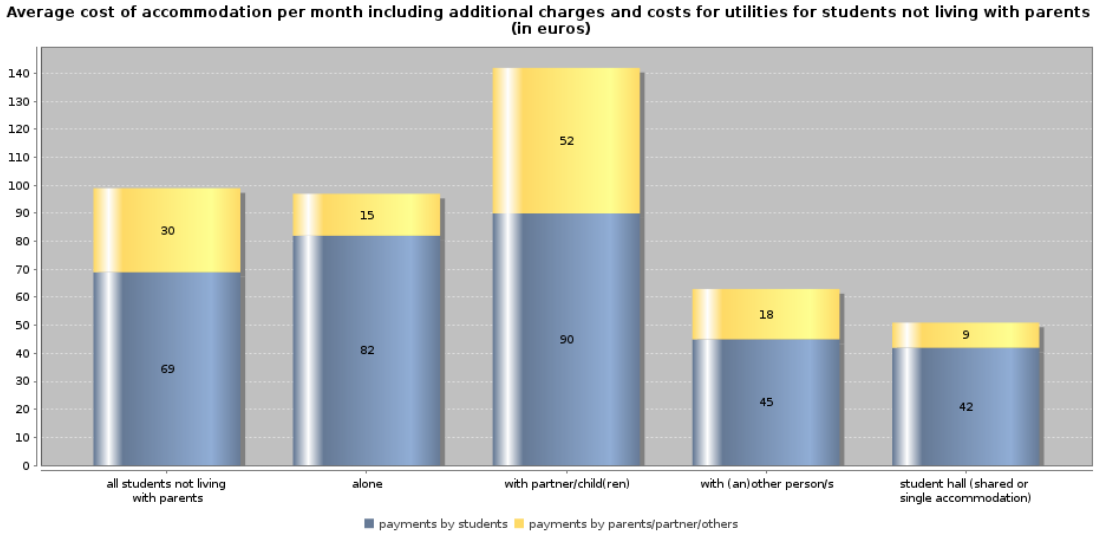
National interpretation of the results of the data analysis :

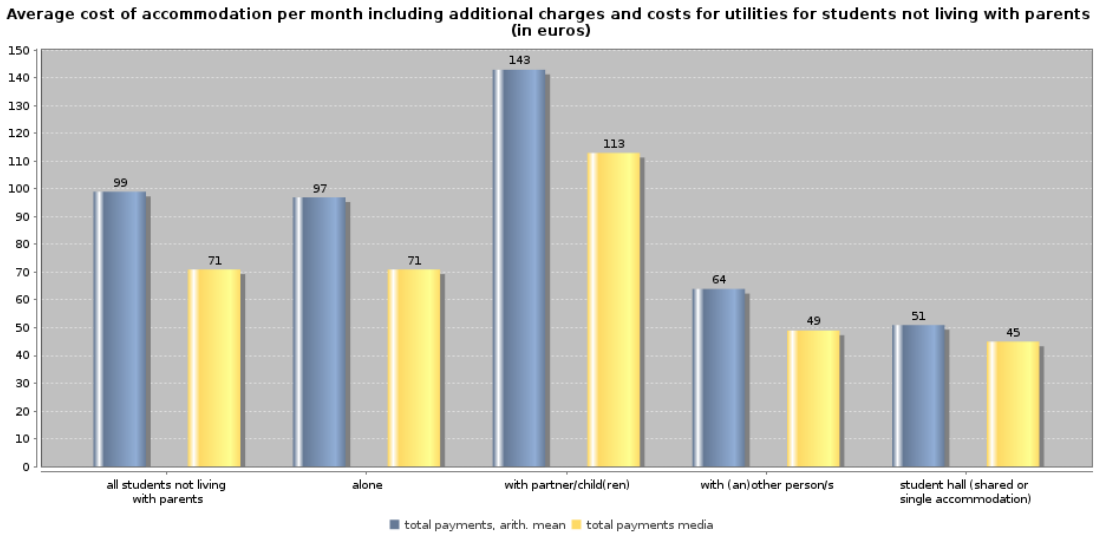
Students who stay in student halls are less satisfied with their living conditions than other students. Due to the economic crisis the living conditions in dormitories worsened, including limited access to a water supply or heating. 27% of students are very satisfied with living in student halls. They do not have high expectations of this form of housing ? they are rather cheap with a limited level of comfort. Those students who live with their parents are doing this for their own benefit with an according level of satisfaction.

D.6. Cost of accommodation for students not living with parents

Key indicators:

Average monthly rent (total payments, median)	
all students not living with parents	**70.5**
student hall	**45.1**
Average monthly rent (total payments, arithm. mean)	
all students not living with parents	**98.8**
student hall	**50.8**
Ratio costs of student hall to costs of living alone	
total payments, arith. mean	**0.5**





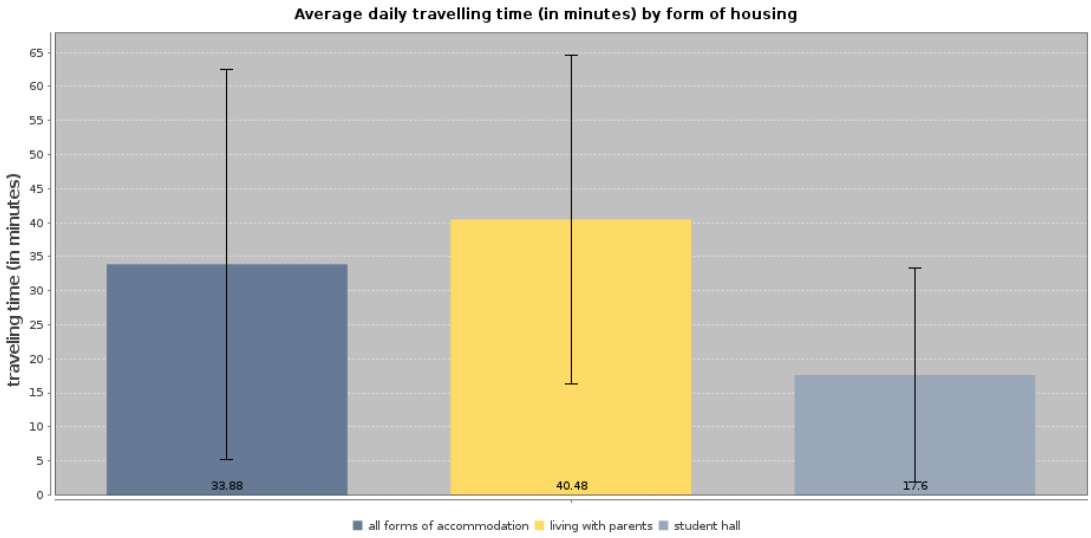
National interpretation of the results of the data analysis :

The economic crisis and availability of apartments for rent could affect the amount students are paying on average for student halls. On the other hand, students who stay with their parents have difficulties estimating their living costs - they take rent and board for granted as those costs are covered by parents and students do not consider them as their own expenses.

D.7. Form of housing and daily time for travelling from home to higher education institution

Key indicators:

Travelling time from home in minutes (median)	
all forms of accommodation	**30.0**
living with parents	**35.0**
student hall	**15.0**



National interpretation of the results of the data analysis :

Full time students receive a 50% discount on public transport in Riga. They could also receive some compensation for intercity transport if they visited their parents during the weekends, but this was abolished in 2009. Unfortunately, the data collected does not reflect by what means the students travel to their universities - on foot, by bike or bus. In Latvia higher education institutions are located in larger cities, and the student halls are located nearby, which excludes the need for public transport. However, those students who live in the capital and stay with their parents are most likely to use public transport.

E. Living costs

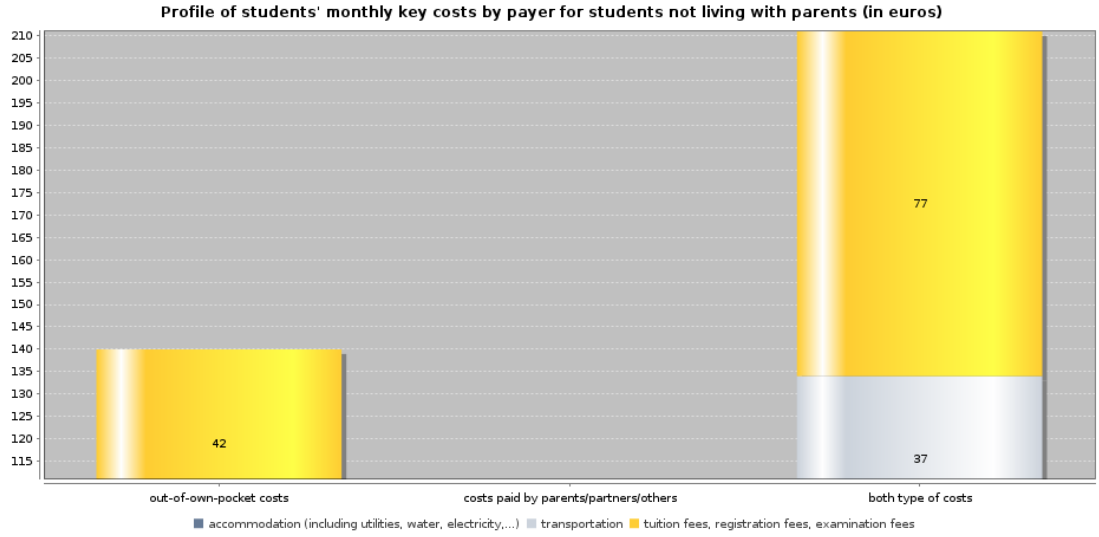
E.1. Profile of students' expenditure by form of housing

Key indicators:

Fees to HE institution as share of total costs paid by students living with parents out of own pocket, in %	**15.2**
Fees to HE institution as share of total costs paid by students not living with parents out of own pocket, in %	**12.0**
Transportation costs as share of total costs paid by students living with parents out of own pocket, in %	**10.6**
Transportation costs as share of total costs paid by students not living with parents out of own pocket, in %	**9.2**
Accommodation as share of total costs paid by students living with parents out of own pocket, in %	**8.2**
Accommodation as share of total costs paid by students not living with parents out of own pocket, in %	**18.8**

Students living with their parents on average every month are paying 87 euro out-of-their-own pockets, including the following:

- 21 euro for accommodation (including utilities, water, electricity),
- 27 euro for transportation,
- 39 euro for tuition, registration or examination fees.



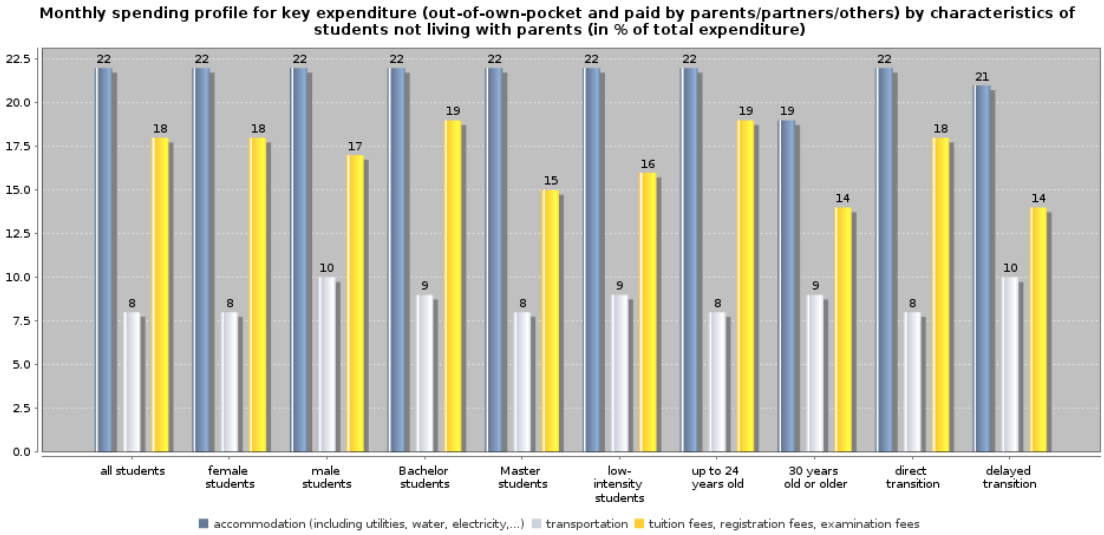
National interpretation of the results of the data analysis :

For students in Latvia living costs, tuition fees and social activities are most expensive. For those students who do not live with their parents, the highest expenses are accommodation and living costs. For those students who stay with their parents leisure activities are the highest costs. These students take for granted accommodation and living costs that are covered by their parents.

E.2. Profile of students' key expenditure by characteristics of students who are not living with parents

Key indicators:

Fees to higher education institution as share of total costs for BA students, in %	**18.9**
Fees to higher education institution as share of total costs for MA students, in %	**14.5**
Fees to higher education institution as share of total costs for low-intensity students, in %	**15.9**
Expenditure on accommodation as share of total expenditure for up to 24 year olds, in %	**22.4**
Expenditure on accommodation as share of total expenditure for 30 year olds or over, in %	**19.4**



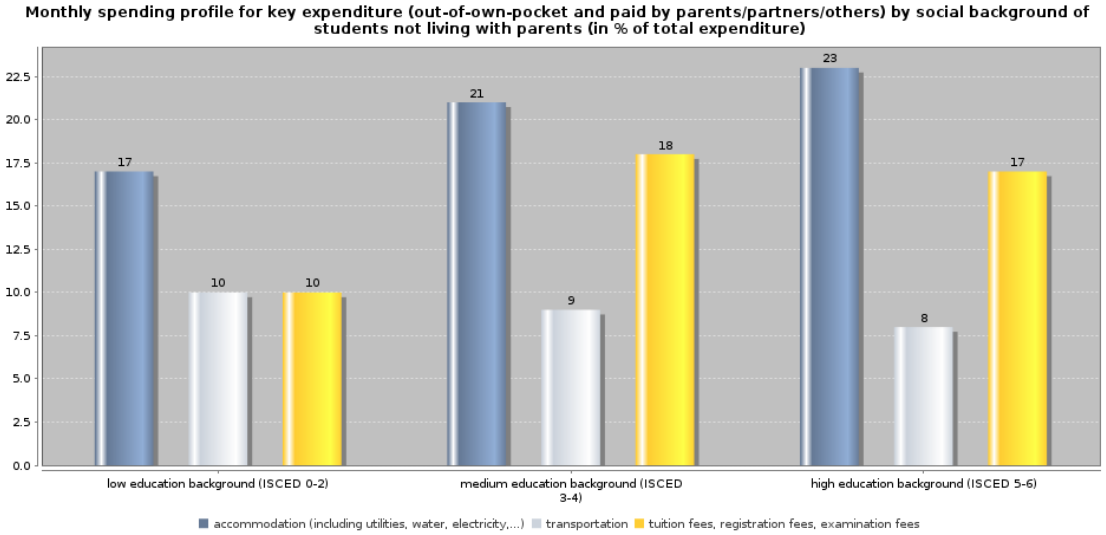
National interpretation of the results of the data analysis :

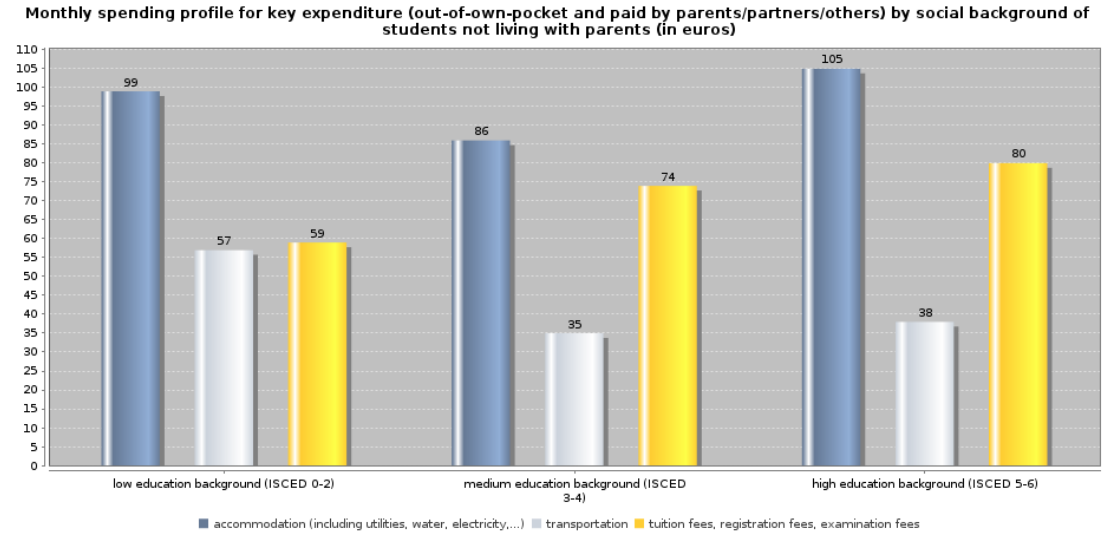
On average the expenditures are similar for bachelor and master students. It should be mentioned that for master students it is easier to obtain state budget slots, thus the average amount of tuition fees is lower for master students. For bachelor students the proportion of tuition fees is higher also because there are more study programs available for a fee. Male students tend to study technical subjects and these subjects are currently the declared as the state priority with more state budget slots allocated there.

E.3. Profile of students' key expenditure by social background for students not living with parents

Key indicators:

Fees to higher education institution as share of total costs for low education background ISCED(0-2), in %	**9.8**
Fees to higher education institution as share of total costs for high education background (ISCED 5-6), in %	**17.4**
Expenditure on accommodation as share of total expenditure for low education background (ISCED 0-2), in %	**16.6**
Expenditure on accommodation as share of total expenditure for high education background (ISCED 5-6), in %	**22.8**





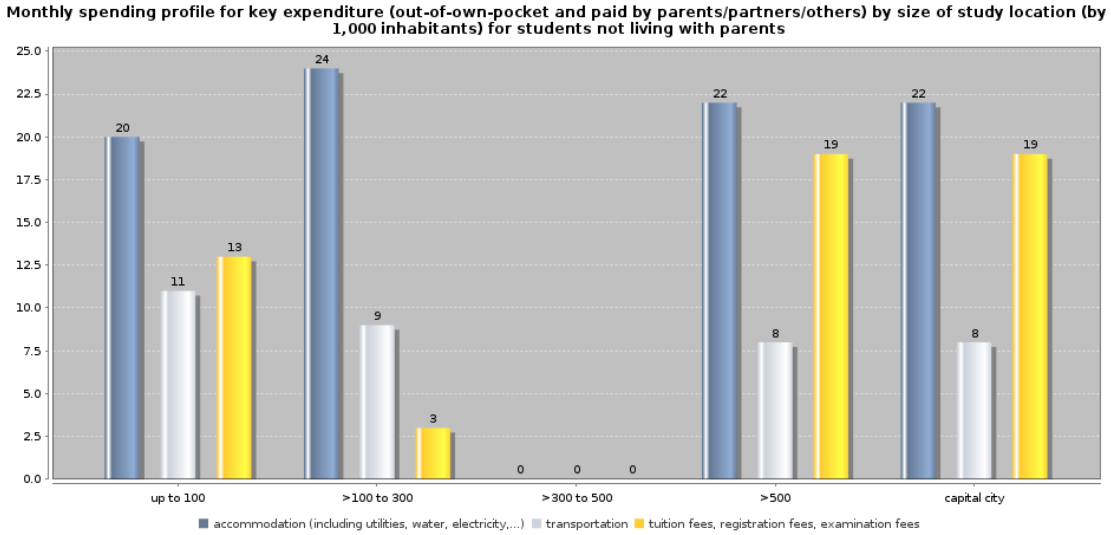
National interpretation of the results of the data analysis :

There are a small number of cases for students coming from families with a low education background thus these data should be interpreted with caution. Students whose parents have a high education background have the same tendency in expenditures as students coming from families with non-tertiary education, while the former spend a little bit more on accommodation costs. In general, the access to state budget slots is preferred by all students. Private higher education institutions offer some discounts for tuition fees if other family members are also studying at the same institution.

E.4. Profile of students' key expenditure by size of study location for students not living with parents

Key indicators:

Total expenditure for students in study locations with up to 100,000 inhabitants, amount	**217.96**
Total expenditure for study locations in capital city, amount	**354.65**
Expenditure on accommodation for study locations with up to 100,000 inhabitants as share of total expenditure, in %	**19.6**
Expenditure on accommodation for study locations in capital city as share of total expenditure, in %	**22.3**



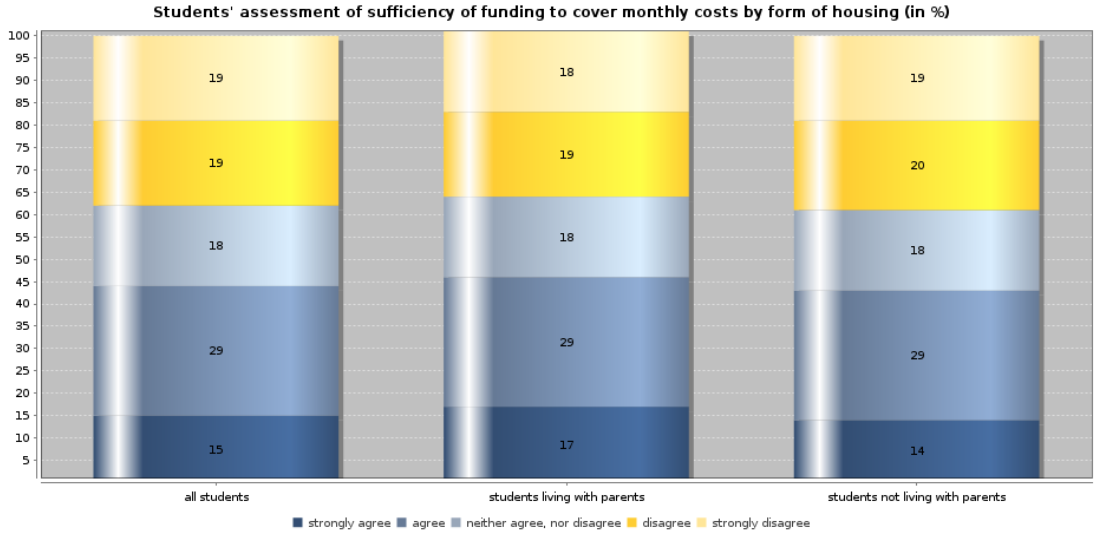
National interpretation of the results of the data analysis :

Most students are enrolled in higher education institutions located in the capital - Riga. Students enrolled in smaller cities have lower living costs and tuition fees.

E.5. Students' assessment of their financial situation by form of housing

Key indicators:

(Strong) agreement of all students that funding is sufficient, in %	**44.1**
(Strong) disagreement of all students that funding is sufficient, in %	**37.8**
(Strong) agreement of students living with parents that funding is sufficient, in %	**45.4**
(Strong) disagreement of students living with parents that funding is sufficient, in %	**37.0**
(Strong) agreement of students not living with parents that funding is sufficient, in %	**43.4**
(Strong) disagreement of students not living with parents that funding is sufficient, in %	**38.5**



National interpretation of the results of the data analysis :

Students living with parents have similar satisfaction with the sufficiency of funding as those not living with parents. Due to the economic crisis the total income of population has decreased. Although universities made the decision not to raise tuition fees, the share of funds allocated to education has increased due to lower total income and this is the reason for increased dissatisfaction with sufficiently of funding. Although students can take loans to cover tuition fees and/ or living costs this system is rather cumbersome and slow and students get the loan a few month after enrolment, which adds to the dissatisfaction with the sufficiency of funding. The dual system of funding of higher education (both - state budget slots and tuition fees) was developed in the 1990s in order to expand access to universities. In 2009 about 30% of students were enrolled in state budget slots and 70% studied for fee.

E.6. Students' assessment of their financial situation and average income by form of housing

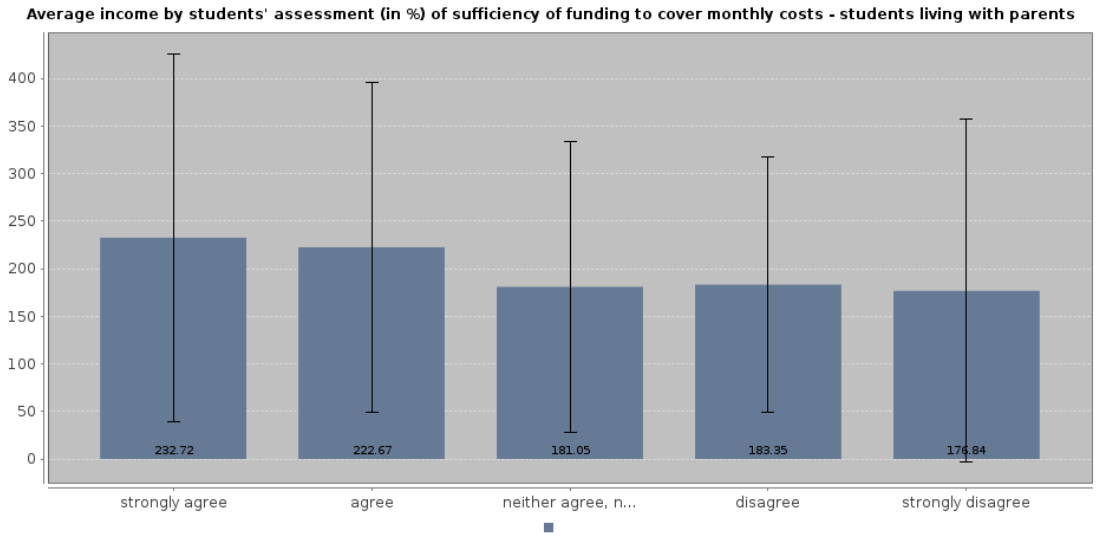
Key indicators:

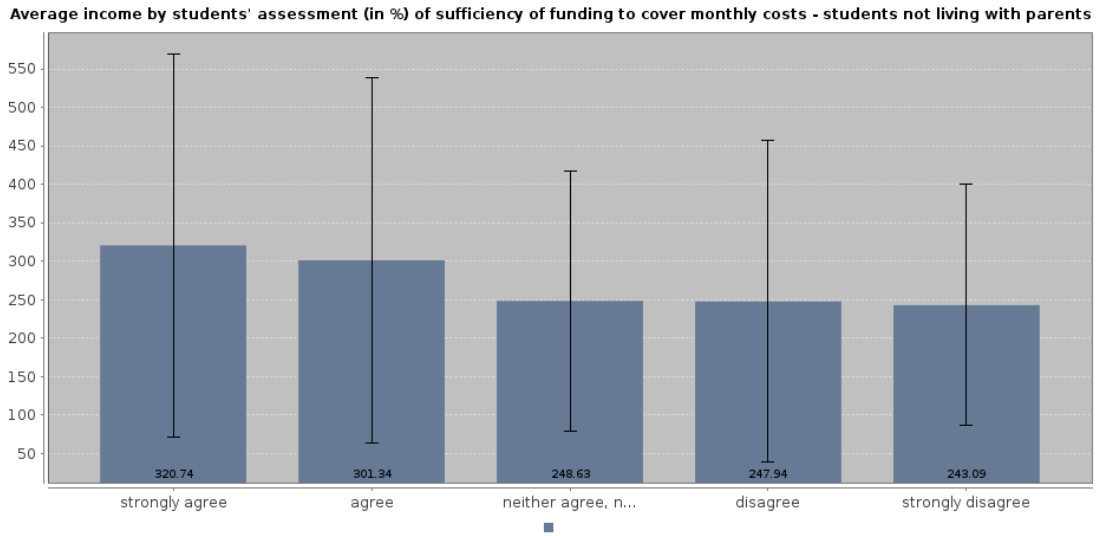
Students living with parents:

Median income of students with very strong agreement that funding is sufficient, amount	**189.09**
Median income of students with very strong disagreement that funding is sufficient, amount	**150.0**

Students not living with parents:

Median income of students with very strong agreement that funding is sufficient, amount	**220.0**
Median income of students with very strong disagreement that funding is sufficient, amount	**203.18**





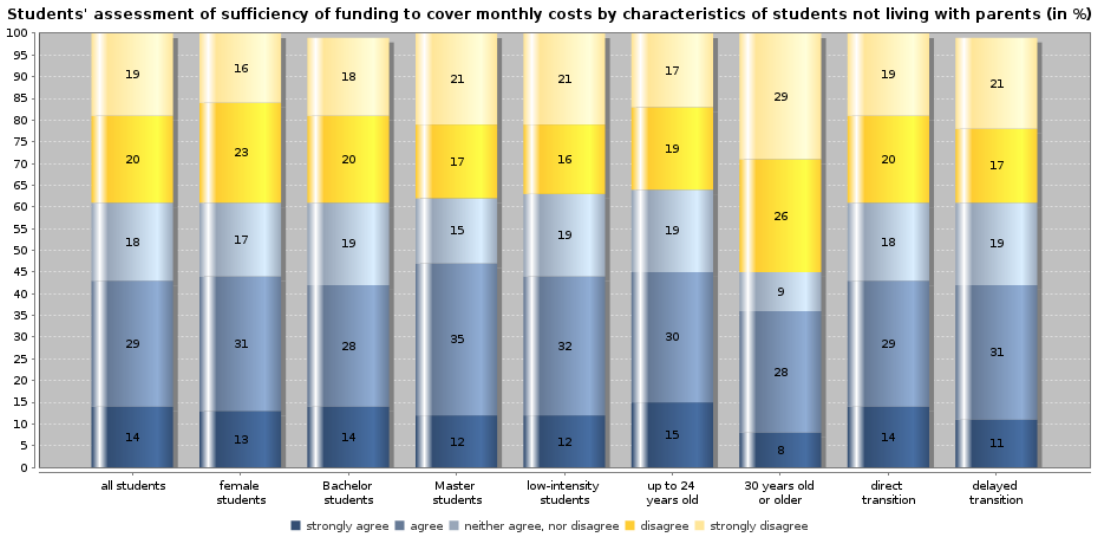
National interpretation of the results of the data analysis :

The average income difference between students who are satisfied with their income and those who are not is about 40 LVL (57 EUR) with satisfied students receiving more. Students with higher income are more satisfied with their financial situation regardless of wheather they are living with parents or not.

E.7. Students' assessment of their financial situation by characteristics of students who are not living with parents

Key indicators:

(Strong) agreement that funding is sufficient of low-intensity students, in %	**44.3**
(Strong) disagreement that funding is sufficient of low-intensity students, in %	**37.2**
(Strong) agreement that funding is sufficient of up to 24 years old, in %	**44.8**
(Strong) disagreement that funding is sufficient of up to 24 years old, in %	**36.4**
(Strong) agreement that funding is sufficient of 30 year olds or over, in %	**36.0**
(Strong) disagreement that funding is sufficient of 30 year olds or over, in %	**55.0**



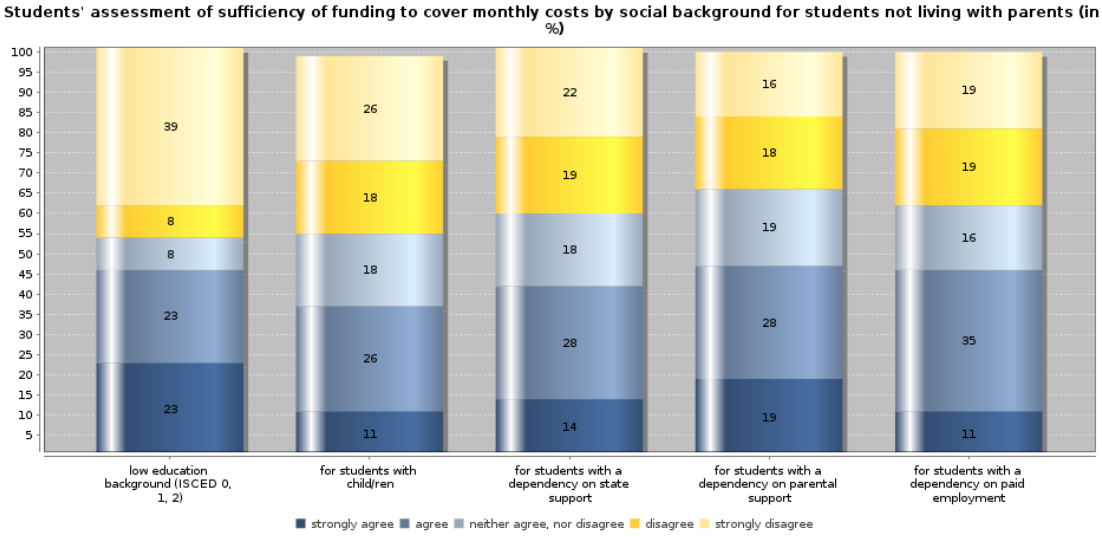
National interpretation of the results of the data analysis :

There are only 89 students of thirty years old or older and thus these data should be analyzed with caution. In Latvia there is no age limit for receiving public support for students. In order to maintain state budget slots and receive other public support, students must provide performance records for the respective committee.

E. 8. Students' assessment of their financial situation by finance-related characteristics for students not living with parents

Key indicators:

(Strong) disagreement that funding is sufficient for students from low education background (ISCED 0-2), in %	**46.2**
(Strong) disagreement that funding is sufficient for students with child/ren, in %	**44.0**
(Strong) disagreement that funding is sufficient of students dependent on state support, in %	**41.2**
(Strong) disagreement that funding is sufficient for students dependent on paid employment, in %	**37.8**



National interpretation of the results of the data analysis :

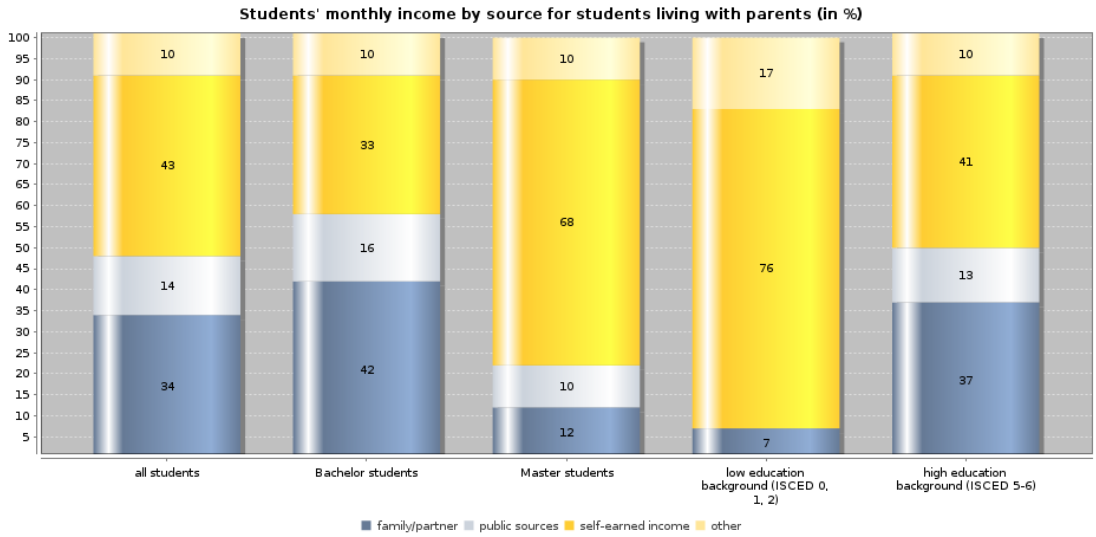
In Latvia social status and level of education are not connected and income level does not correspond to the level of education. Students with children can apply for social support. Due to the economic crisis the state allowances (8 LVL or 11 EUR per month per child) for children have been minimized and cannot cover monthly expenses of one person. Those students who have children are on average less satisfied with their financial situation then students without children. In 2008 in Latvia the risk of poverty for the single parent household was 40, for three adults with three children - 38. In Latvia the risk of poverty was 26 for the whole country, but in the EU - 17. Thus in Latvia the risk of poverty for families with children is increasing significantly.

F. Funding and state assistance

F.1. Composition of monthly income by type of housing and characteristics of students

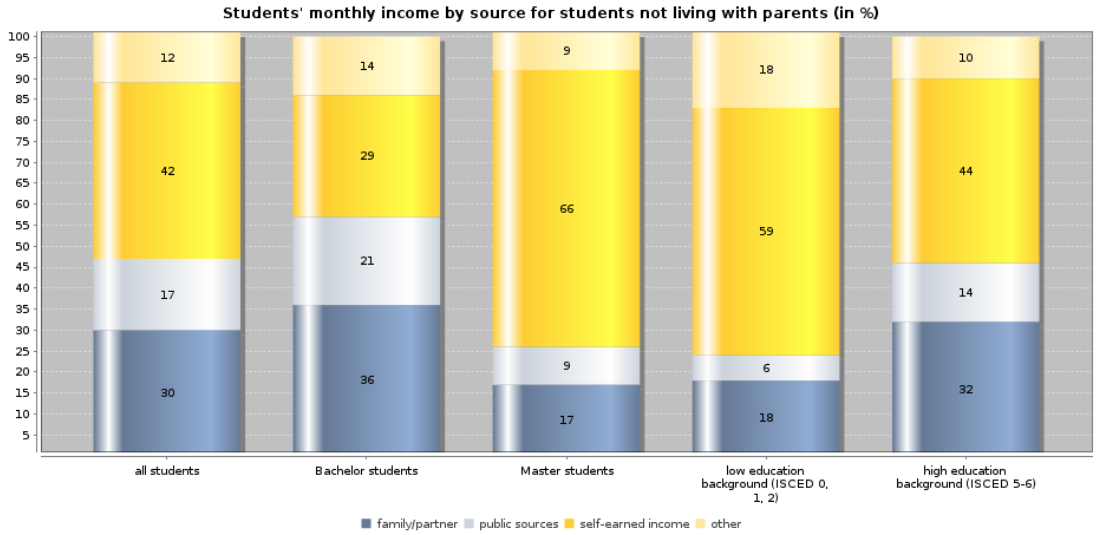
Key indicators:

Composition of monthly income for students not living with parents	
Family/partner contribution for all students, in %	**29.7**
Family/partner contribution for Bachelor students, in %	**36.4**
Family/partner contribution for students with low education background (ISCED 0-2), in %	**17.6**
Family/partner contribution for students with high education background (ISCED 5-6), in %	**32.1**
Job contribution for all students, in %	**41.7**
Job contribution for Bachelor students, in %	**28.9**
Job contribution for students with low education background (ISCED 0-2), in %	**58.7**
Job contribution for students with high education background (ISCED 5-6), in %	**44.1**



National interpretation of the results of the data analysis :

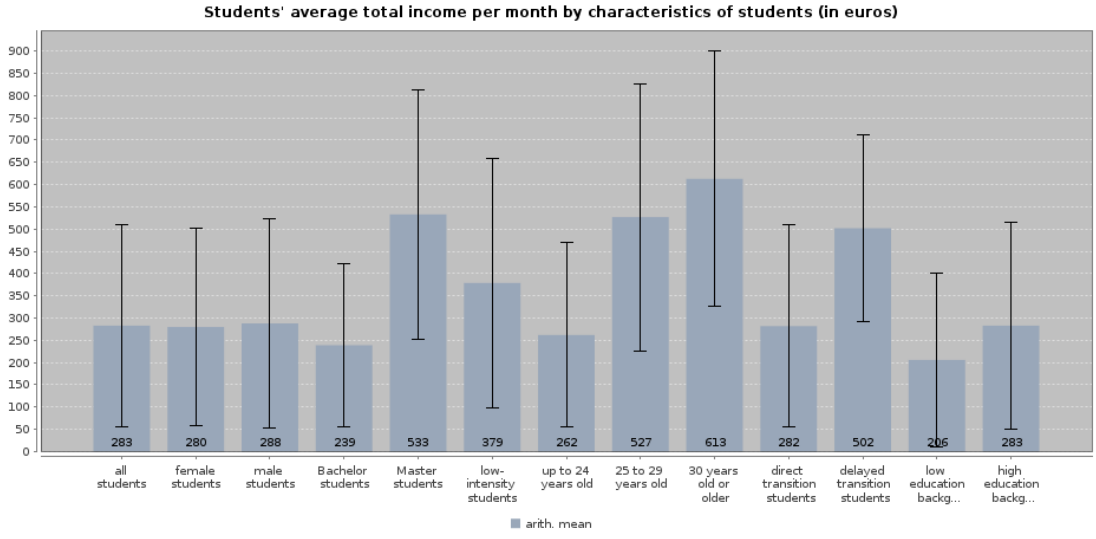
For the calculation of the income values for students living with parents no in-kind transfers were taken into account. In Latvia parents are obliged to support their children up to the age of 18, but later there are no legal obligations. Currently students graduating from secondary school are usually between 18 and 19 years of age. Student employment becomes an increasing problem as most of the students are working to support their studies and this is at the expense of the time envisaged for individual studies.



F.2. Total monthly income by characteristics of students for students living with parents

Key indicators:

median income all students, amount	**225.9**
median income Bachelor students, amount	**197.6**
median income Master students, amount	**536.5**
median income low-intensity students, amount	**282.3**
median income 25-29 years old, amount	**529.4**



National interpretation of the results of the data analysis :

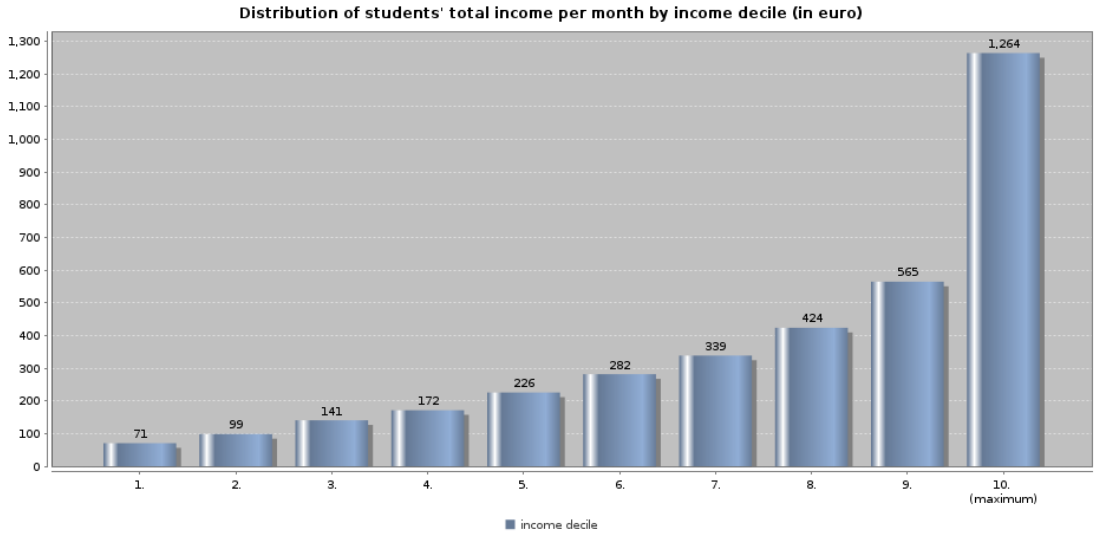
The difference between the average level of income between bachelor and master students is due to the fact that proportionally more master students are employed. Direct transition students are mostly in bachelor programs and they are not in the job market. Older students (more than 25 years old) are mostly enrolled in Master programs and have paid jobs. There are few students (17) coming from families with a low education background.

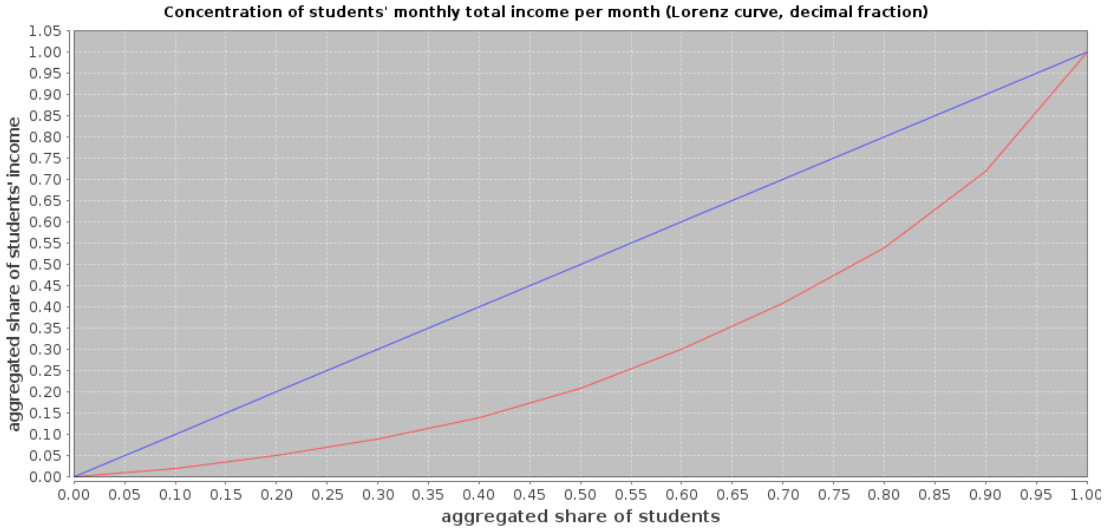
F.3. Distribution and concentration of total monthly income for students living with parents

Key indicators:

Income cut-off point for lowest 20% of students, amount **98.8**

Gini coefficient **0.37**





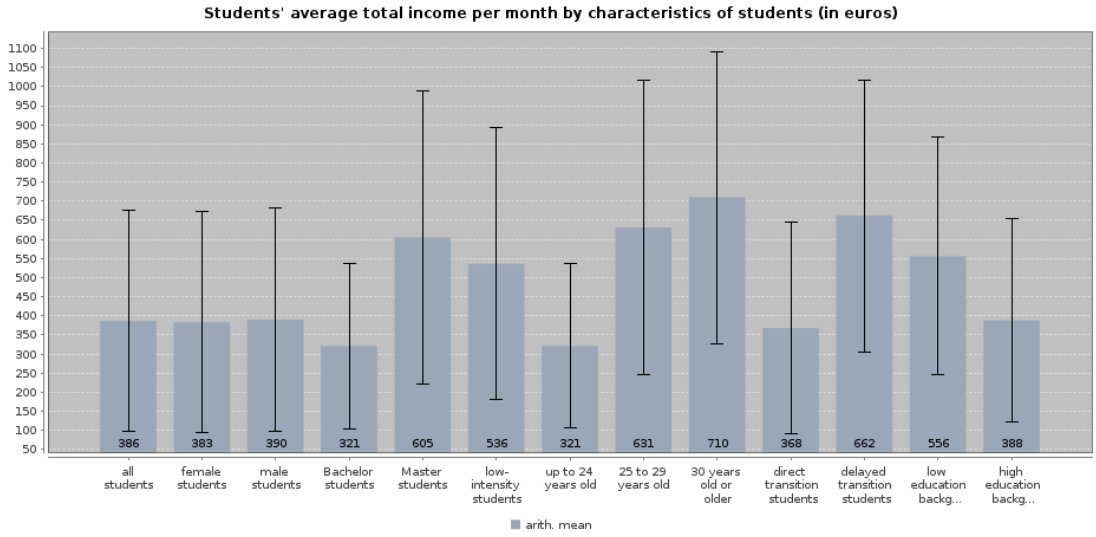
National interpretation of the results of the data analysis :

GINI index for Latvia was 36 in 2005 and 37 in 2007 to 2009 and is the highest among EU member states which means that income distribution in Latvia it is the least equal in the entire EU.

F.4. Total monthly income by characteristics of students for students not living with parents

Key indicators:

median income all students, amount	**295.0**
median income Bachelor students, amount	**271.0**
median income Master students, amount	**536.5**
median income low-intensity students, amount	**446.1**
median income 25-29 years old, amount	**506.8**



National interpretation of the results of the data analysis :

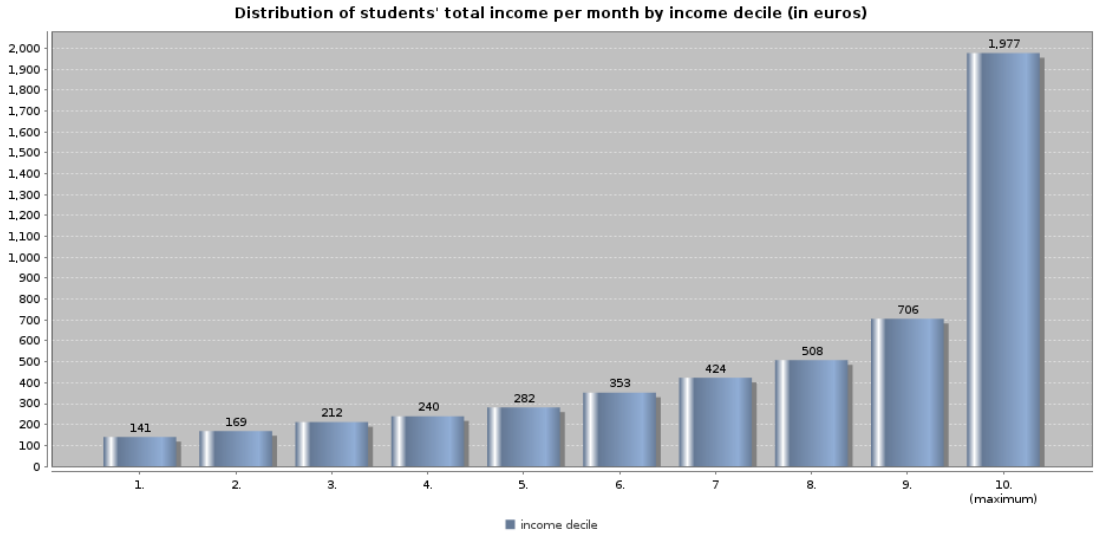
The situation for the students not living with parents is similar to the students living with parents. The differences in average levels of income between bachelor and master students are due to the fact that proportionally more master students are employed. Direct transition students are mostly in bachelor programs and they are not in the job market. Older students (more than 25 years old) are mostly enrolled in Master programs and have paid jobs. There are few students coming from families with a low education background.

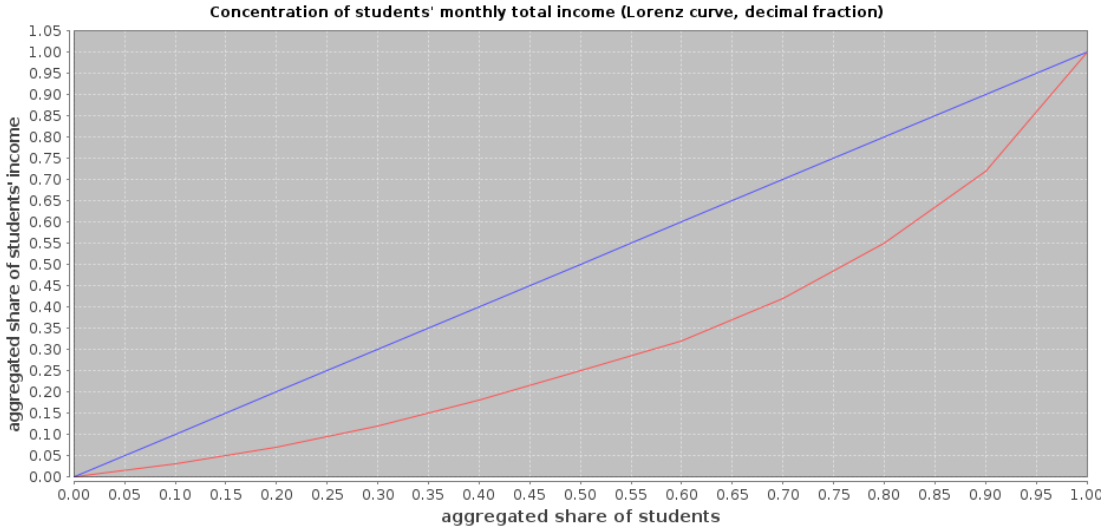
F. 5. Distribution and concentration of total monthly income for students not living with parents

Key indicators:

Income cut-off point for lowest 20% of students, amount **169.4**

Gini coefficient **0.37**





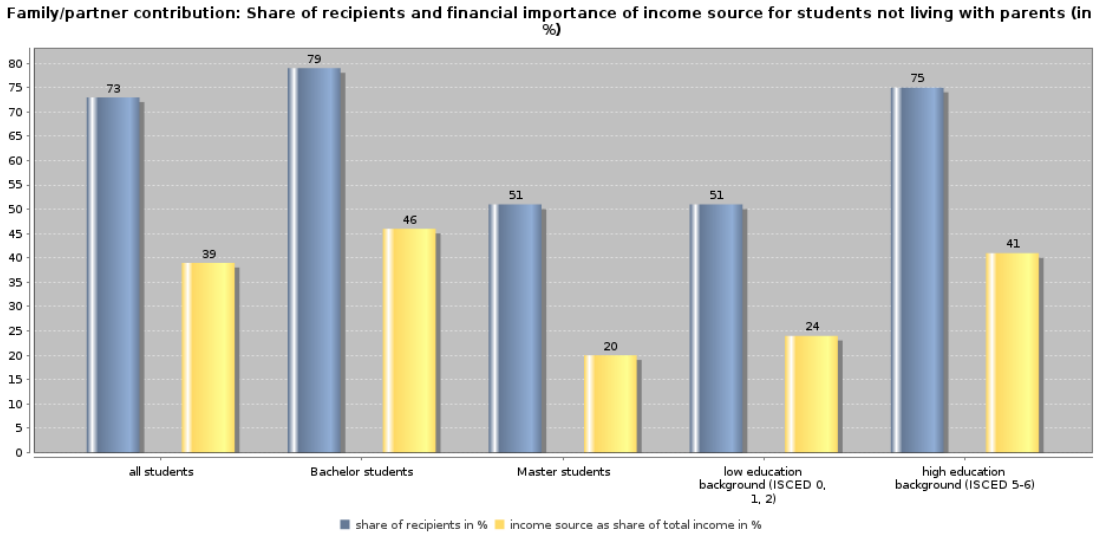
National interpretation of the results of the data analysis :

In Latvia income distribution is not equal. GINI index for Latvia was 36 in 2005 and 37 in 2007 to 2009 and is the highest among EU member states which means that income distribution in Latvia it is the least equal in the entire EU. Until the middle of 2008 Latvia had the fastest developing economy in Europe. In 2003, GDP growth was 7.5% and inflation rate was 2.9% and the unemployment rate was 9%. In 2009 it rose to 23% and was the highest in the European Union in 2003 - 2005. In 2009 GDP had fallen by 20% and unemployment rate rose to 23% and was the highest in the European Union. The 10th decile is peculiar as it includes a small group of students with a very high income level.

F.6. Recipients of family/partner contribution and importance of income source by type of housing

Key indicators:

Family/partner contribution for students not living with parents	
Share of recipients of all students, in %	**72.8**
Share of recipients of Bachelor students, in %	**79.3**
Share of recipients of students with low education background, in %	**51.1**
Share of recipients of students with high education background (ISCED 5-6), in %	**74.5**
Contribution to total monthly income of all students, in %	**38.6**
Contribution to total monthly income of Bachelor students, in %	**46.4**
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	**23.8**
Contribution to total monthly income of students with high education background (ISCED 5-6), in %	**40.9**



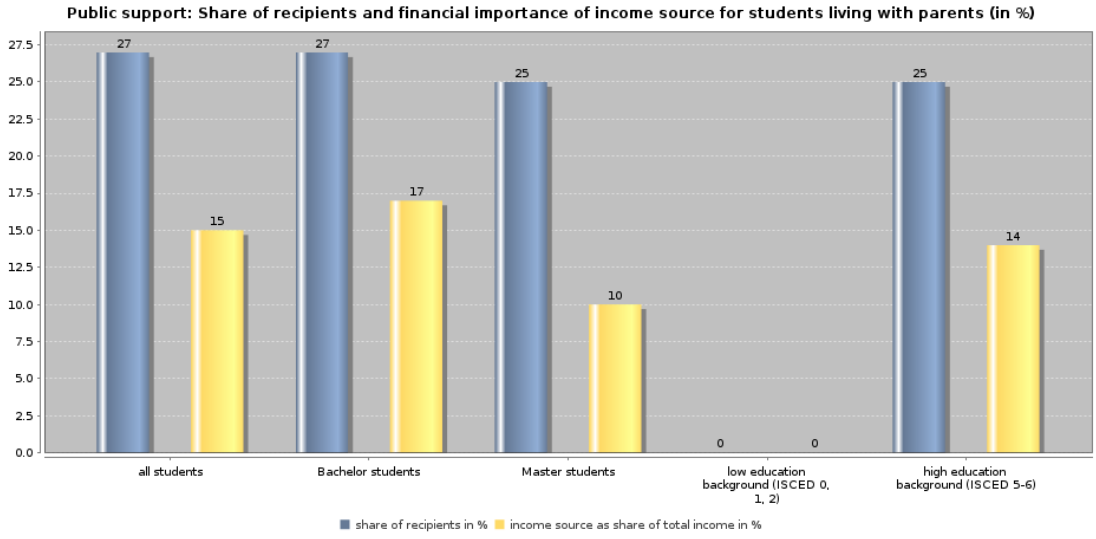
National interpretation of the results of the data analysis :

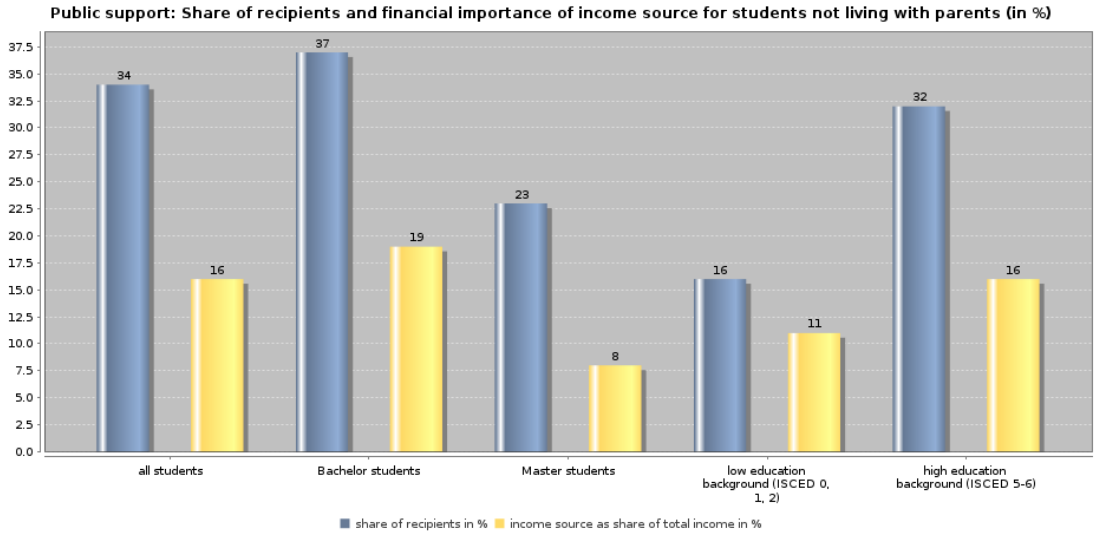
For the calculation of family or partner contributions for students no in-kind transfers were taken into account. In Latvia parents are obliged to support their children up to the age of 18, but later there are no legal obligations, thus university students are legally independent from their parents. At the same time, parents can receive a tax refund to the amount of 250 LVL (356 EUR) per year for the tuition fees of their full time students if they are financially dependent on their parents.

F.7. Recipients of public support and importance of income source by form of housing

Key indicators:

Public support for students not living with parents	
Share of recipients of all students, in %	**33.7**
Share of recipients of Bachelor students, in %	**36.8**
Share of recipients of students with low education background, in %	**16.2**
Share of recipients of students with high education background (ISCED 5-6), in %	**32.2**
Contribution to total monthly income of all students, in %	**16.2**
Contribution to total monthly income of Bachelor students, in %	**19.4**
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	**10.5**
Contribution to total monthly income of students with high education background (ISCED 5-6), in %	**15.5**





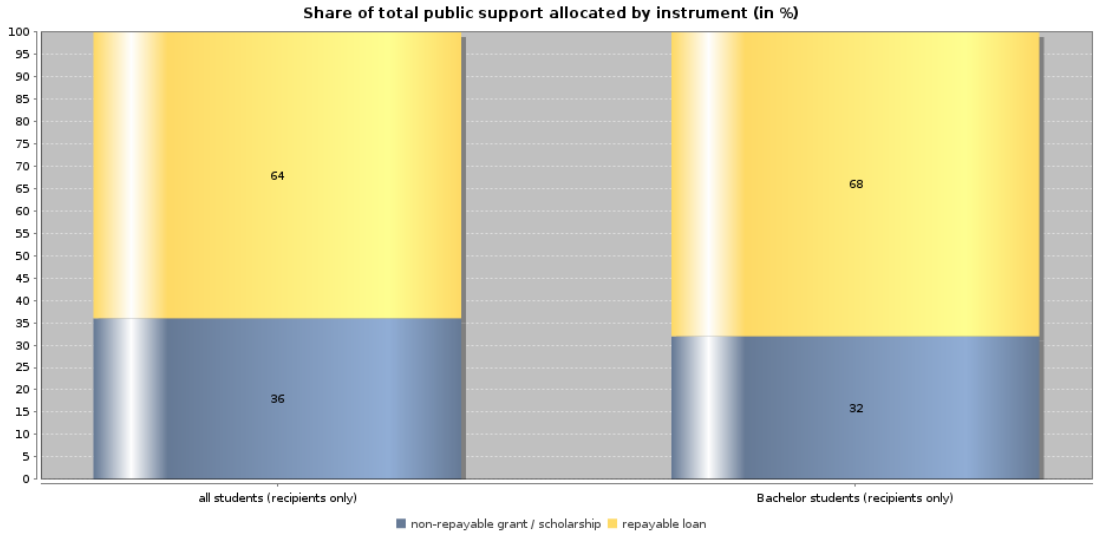
National interpretation of the results of the data analysis :

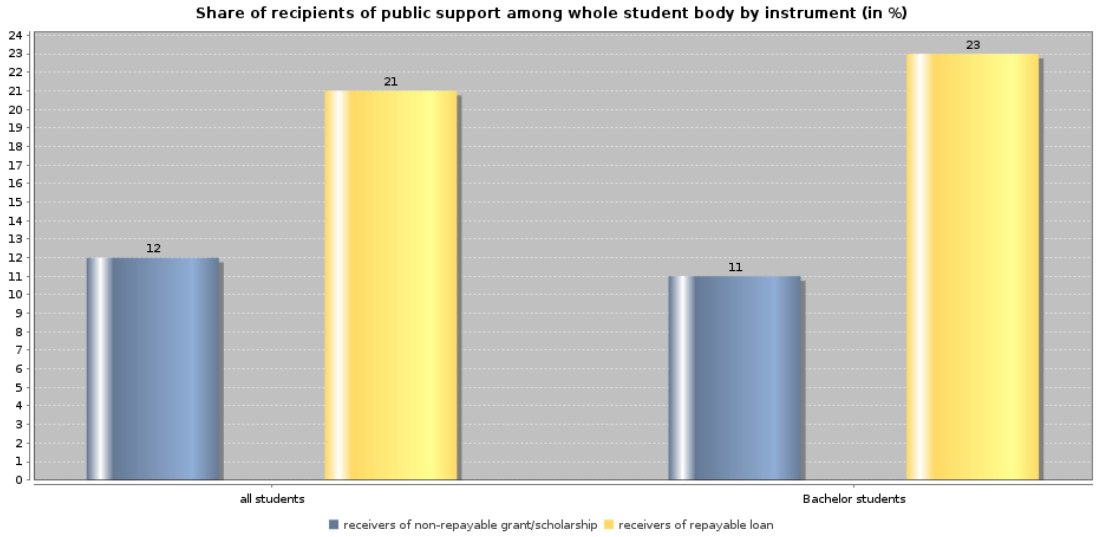
For the calculation of the total income of students no in-kind transfers were taken into account. In Latvia the public debate is rather vague. The Student Association of Latvia assesses that the current social support is inefficient and mediocre. They envisage that the support system should be based on individual student interests, opportunities and needs. The association attempted to bring these issues to public and political attention, but currently there are no debates going on. Since the beginning of the economic crisis in Latvia in 2009, state support for higher education had declined by 50% and thus the issues of financing of the system of education overshadow the debates on student social support.

F.8. Make-up of public support

Key indicators:

Non-repayable public support as share of total public support for all students (recipients only), in %	**35.9**
Non-repayable public support as share of total public support for Bachelor students (recipients only), in %	**31.9**
Students who receive non-repayable support as share of whole student body, in %	**11.5**
Students who receive non-repayable support as share of all Bachelor students, in %	**10.8**
Students who receive repayable loans as share of whole student body, in %	**20.6**
Students who receive repayable loans as share of all Bachelor students, in %	**23.1**





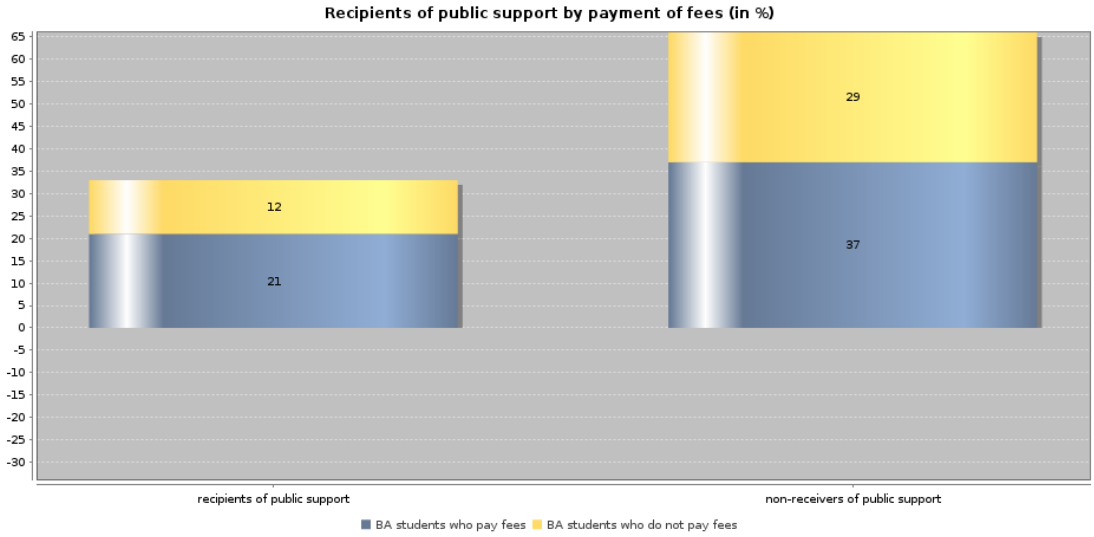
National interpretation of the results of the data analysis :

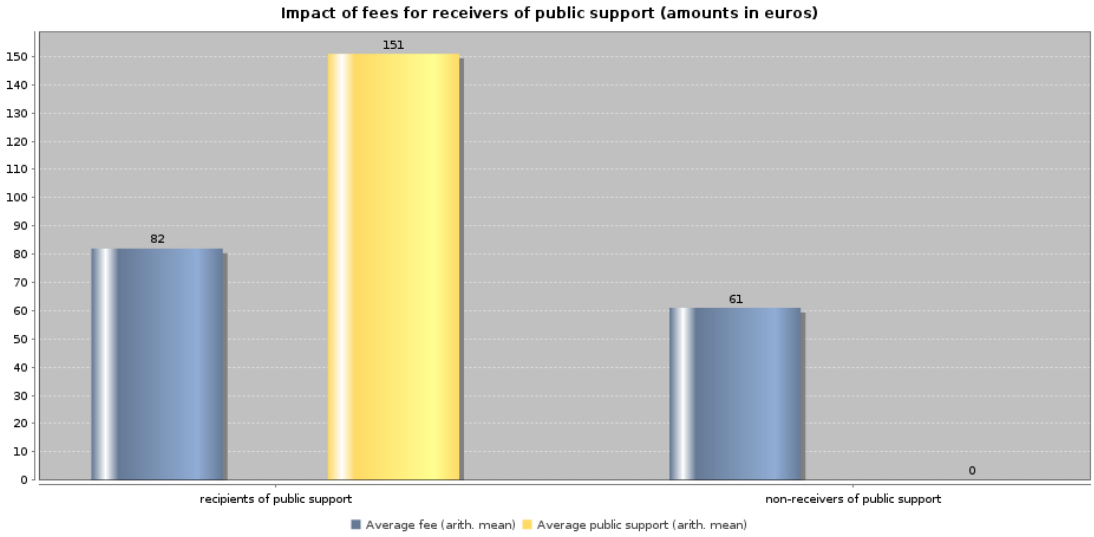
On June 2, 2009 the Cabinet of Ministers of the Republic of Latvia made changes in the regulations regarding scholarships. The main criteria for students to receive scholarships are social needs, not academic records. This was done in order to expand access to education for individuals coming from socially less protected groups. The new regulations state that priority for receiving a stipend is given to orphans, students with special needs, students whose families are poor or students with three or more children.

F.9. Public support by payment of fees to institutions of higher education for Bachelor students

Key indicators:

Recipients of public support who pay fees, in %	**21.4**
Share of public support which covers fees for recipients of public support, in %	**53.9**





National interpretation of the results of the data analysis :

Public support includes public scholarship and bank loans to covers tuition fees and/ or living costs. Not every student receives a scholarship and they are reluctant to take bank loans. In Latvia about 70% of students study for a fee.

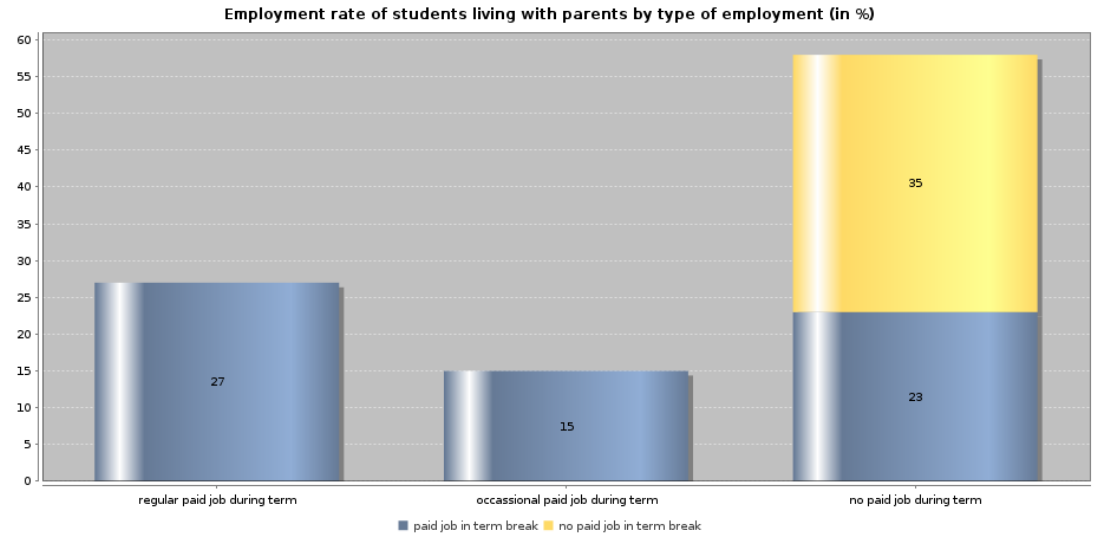
G. Time budget and employment

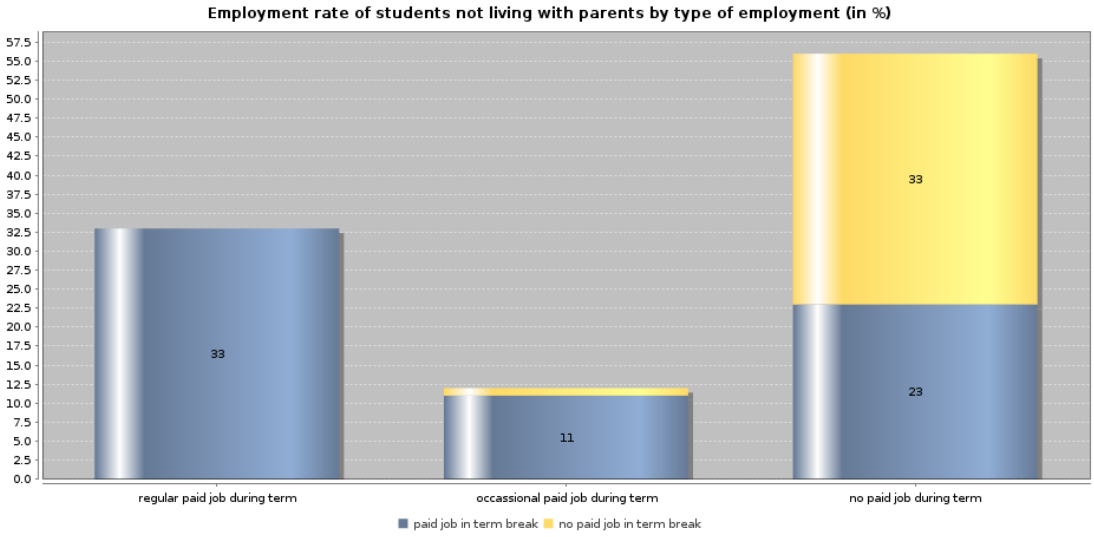
G.1. Employment rate during term-time and in the term break by type of housing

Key indicators:

Employment rate of students not living with parents by type of employment:

Regular paid job during term, in %	**32.6**
Occassional paid job during term, in %	**11.6**
Regular paid job during term and in term break, in %	**32.6**
Occassional paid job during term and in term break, in %	**10.7**
No paid job at any time, in %	**32.7**





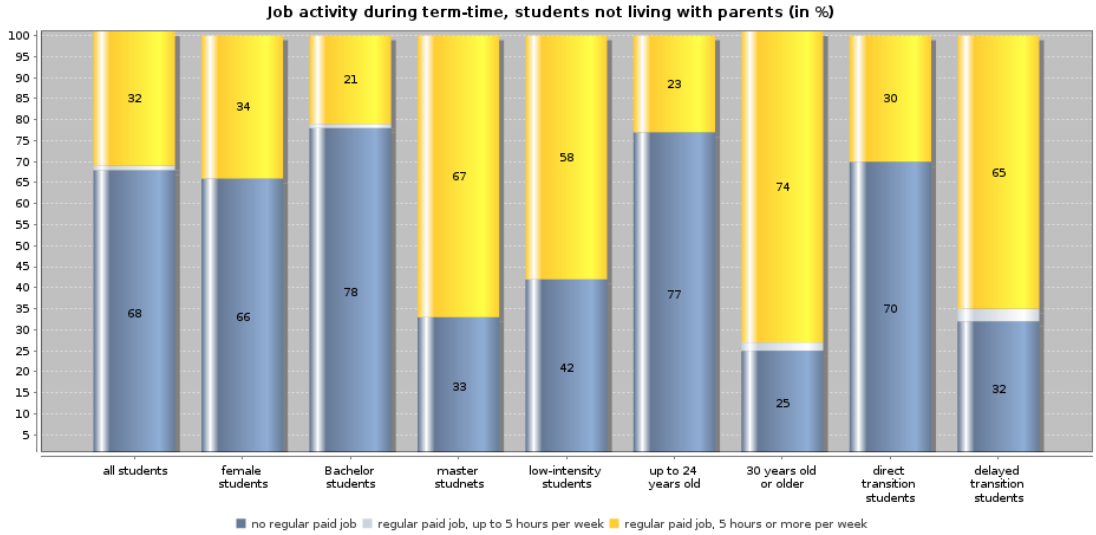
National interpretation of the results of the data analysis :

Due to the economic crises students in Latvia prefer to study in full time groups, and part time groups could not enrol the planned number of students. Although the higher education institutions admit that it is a problem that full time students are employed and thus cannot allocate sufficient time to their studies, there are no public discussions organized on this matter.

G.2. Employment rate during term-time by hours of regular paid employment and characteristics of students

Key indicators:

Regular paid job, 5 hours or more per week, all students, in %	**32.0**
Regular paid job, 5 hours or more per week, BA students, in %	**21.2**
Regular paid job, 5 hours or more per week, low-intensity students, in %	**58.0**
Regular paid job, 5 hours or more per week, 30 year olds or over, in %	**73.5**



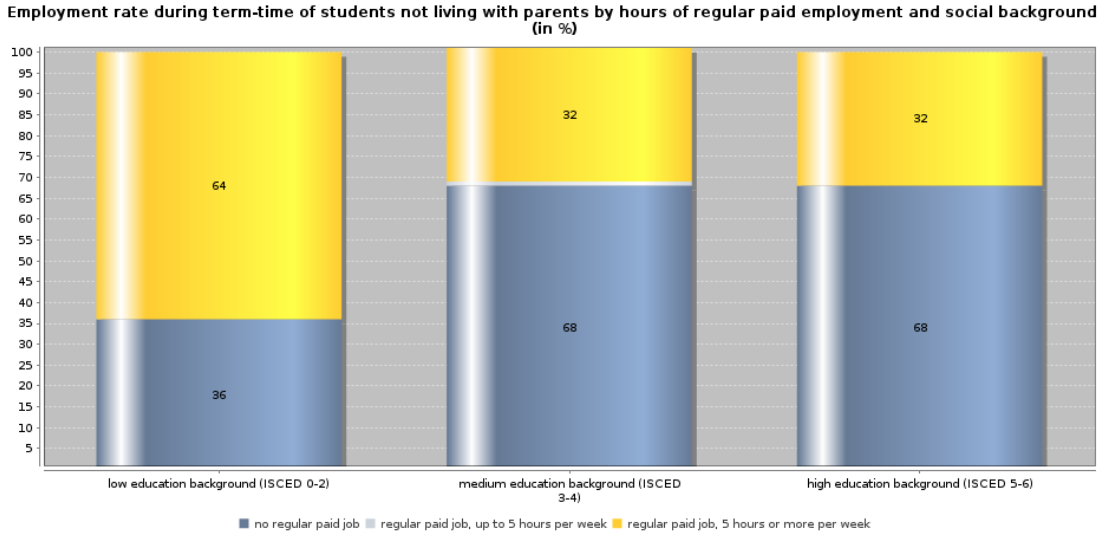
National interpretation of the results of the data analysis :

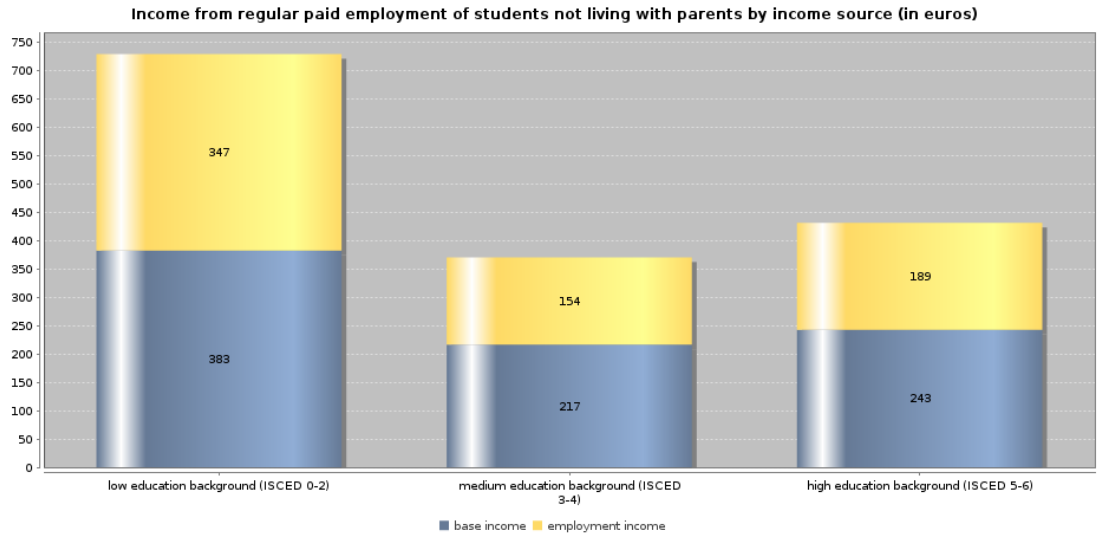
In Latvia it is regarded as normal if students work a regular paid job more than 5 hours per week. It is common that for students to support their studies by being employed. This is the reason for there being so many low intensity students in the survey; although only full time students were surveyed.

G.3. Employment rate during term-time by hours of regular paid employment and social background

Key indicators:

Regular paid job, 5 hours or more per week, students from low education background (ISCED 0-2), in%	**63.6**
Regular paid job, 5 hours or more per week, students from high education background (ISCED 5-6), in %	**32.1**
Income from employment as proportion of total income, for students from low education background (ISCED 0-2), in %	**47.5**
Income from employment as proportion of total income, for students from high education background (ISCED 5-6), in %	**43.9**





National interpretation of the results of the data analysis :

There is a small number of cases of students coming from the families with a low education background. In Latvia, social stratification of society is a recent phenomenon and thus not quite clear, because a large proportion of society has high level of education and relatively low income.

G.4. Employment rate during term-time by field of study

Key indicators:

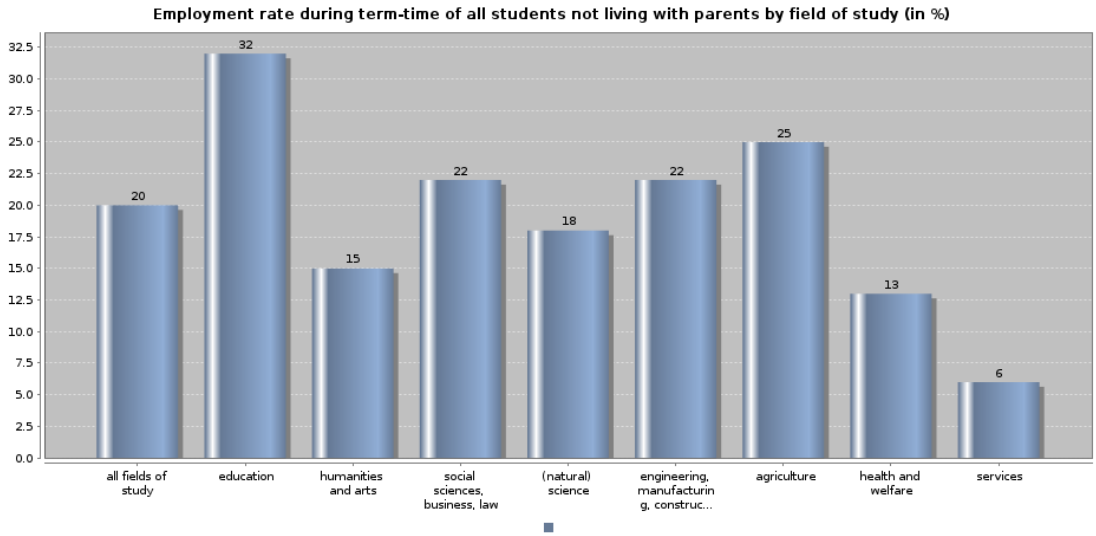
Employment rate of:

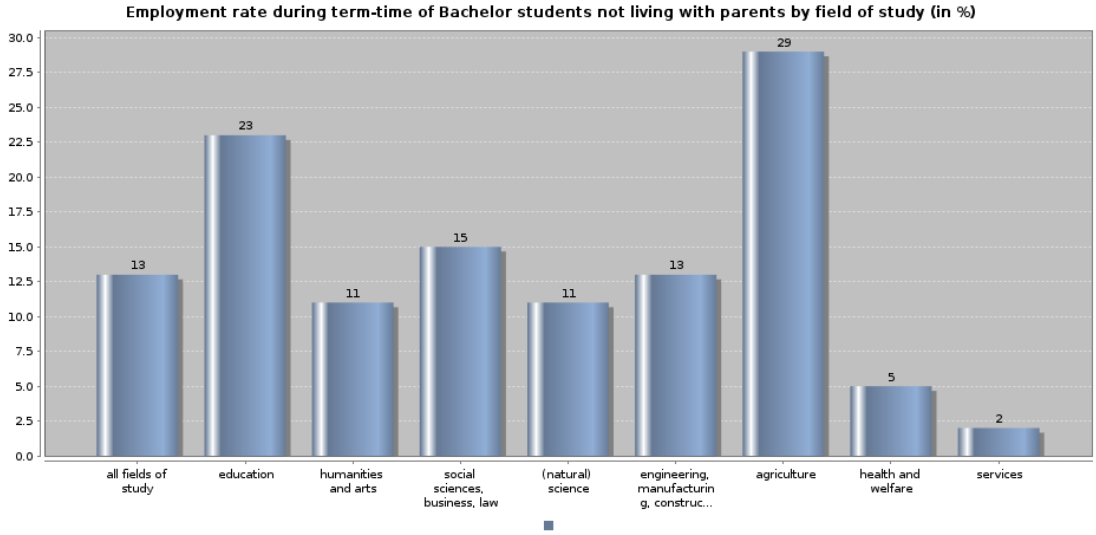
all students in engineering disciplines, in % **21.6**

all students in humanities and arts, in % **15.1**

BA students in engineering disciplines, in % **12.5**

BA students in humanities and arts, in % **10.7**





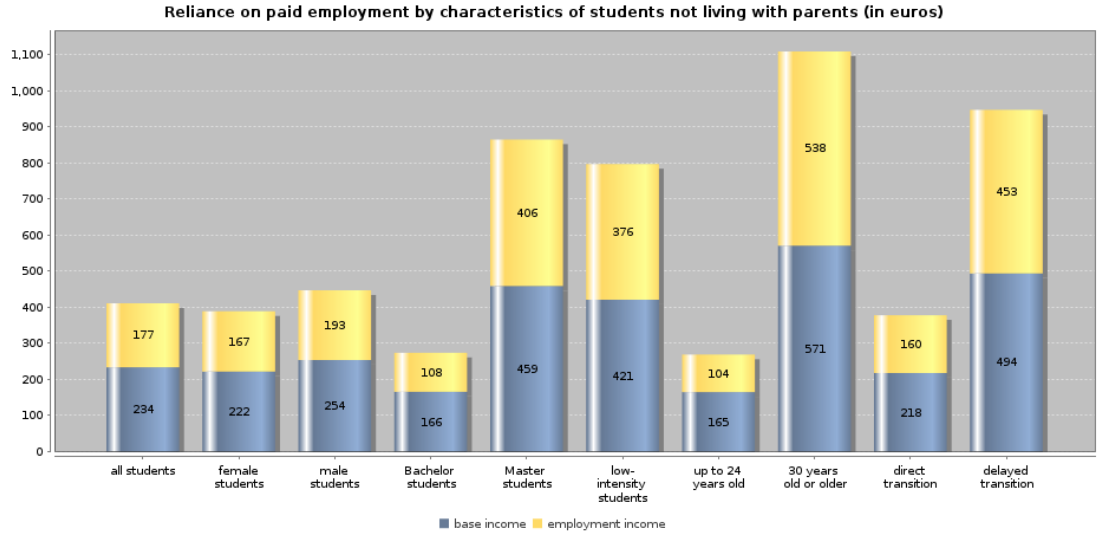
National interpretation of the results of the data analysis :

In Latvia there are higher employment rates for master students then for bachelor students. There is no direct evidence on the impact of the crisis to the employability of students, but it is clear that the salary level had decreased for most employees in Latvia and this includes students, too.

G.5. Reliance on paid employment by characteristics of students, students not living with parents

Key indicators:

Income from employment as share of total income for all students, in %	**43.1**
Income from employment as share of total income for BA students, in %	**39.4**
Income from employment as share of total income for low-intensity students, in %	**47.2**
Income from employment as share of total income for 30 years old or above, in %	**48.5**



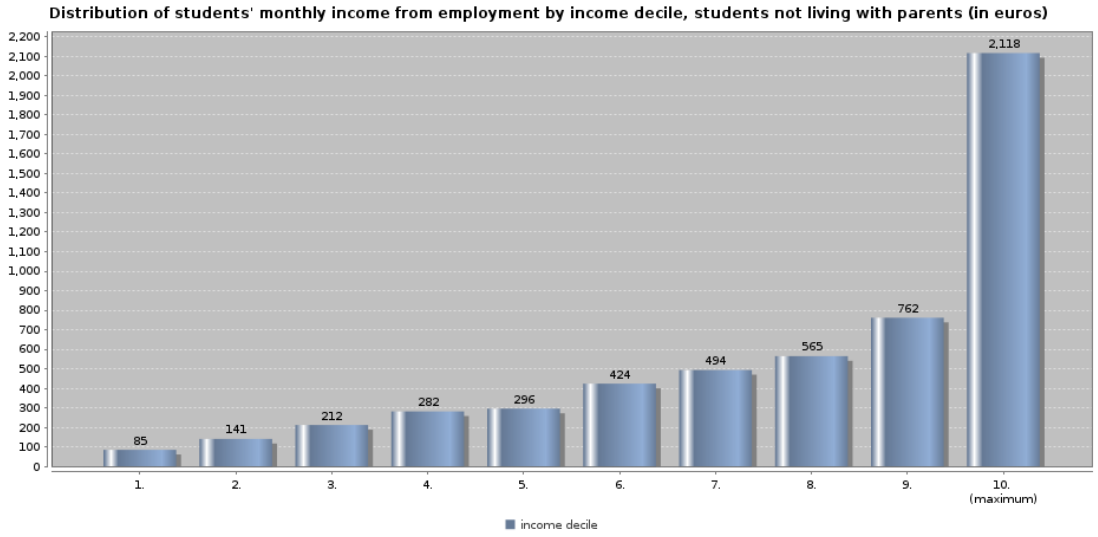
National interpretation of the results of the data analysis :

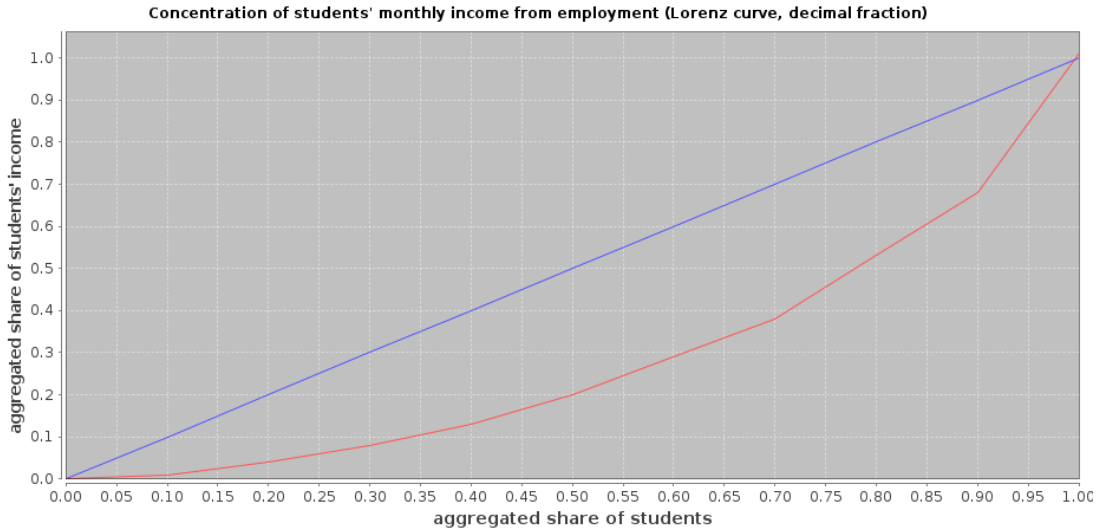
In Latvia the master students, low intensity students, older students and delayed transition students indicate the highest income level. This observation is in line with their time budget, as these groups of students indicate higher amount of time devoted to paid jobs.

G.6. Distribution and concentration of students' monthly income from paid employment

Key indicators:

Income cut-off point for lowest 20% of working students not living with parents	**141.1**
Gini coefficient	**0.41**





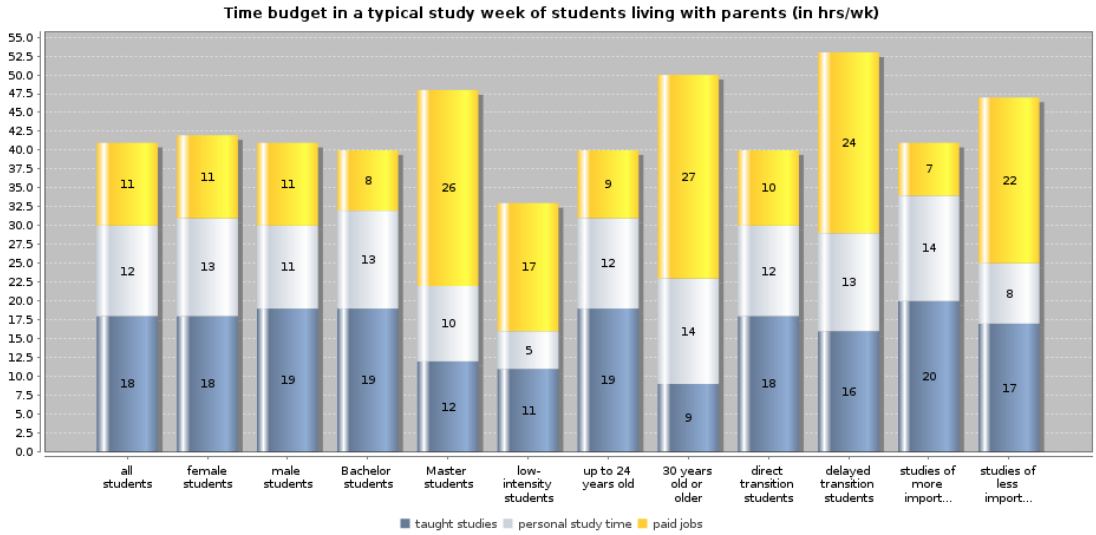
National interpretation of the results of the data analysis :

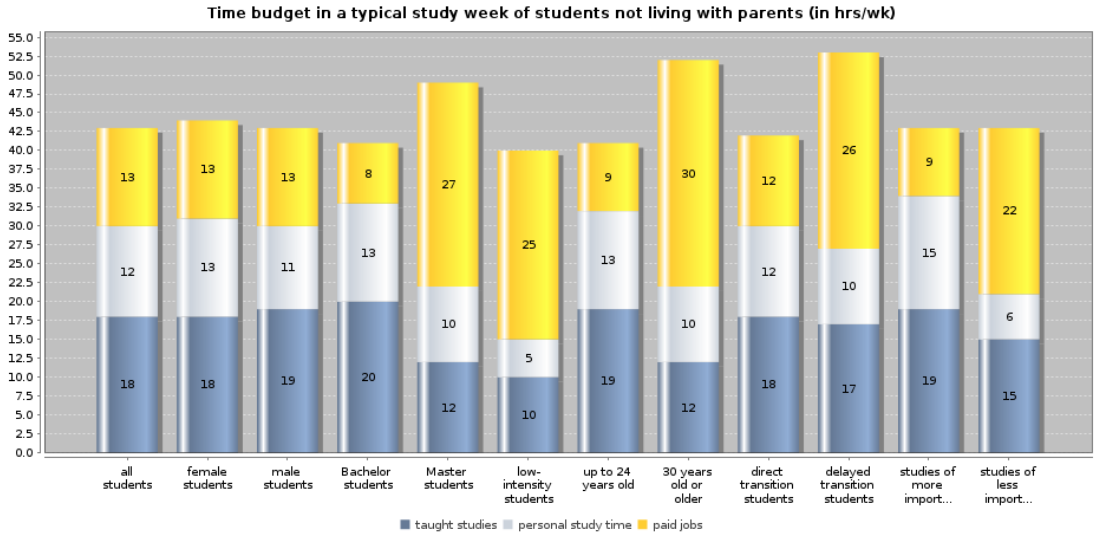
GINI index for Latvia was 36 in 2005 and 37 in 2007 to 2009 and is the highest among EU member states which means that income distribution in Latvia it is the least equal in all of the EU. GINI (0.41) coefficient in this group is larger than for the whole group because the distribution of income for those students who do not live with parents is more unequal. The student population is uneven in terms of their employment ? some of them are working full time, but some part time only. Most of the older students and master students are not living with their parents.

G.7. Time budget by characteristics of students

Key indicators:

Study-related activities of all students not living with parents, hrs/wk	**30.0**
Study-related activities of BA students not living with parents, hrs/wk	**32.0**
Study-related activities of MA students not living with parents, hrs/wk	**23.0**
Study-related activities of low-intensity students not living with parents, hrs/wk	**15.0**
Study-related activities of students not living with parents who assess studies as more important compared to other activities, in hrs/wk	**35.0**
Study-related activities of students not living with parents who assess studies as less important compared to other activities, in hrs/wk	**20.0**





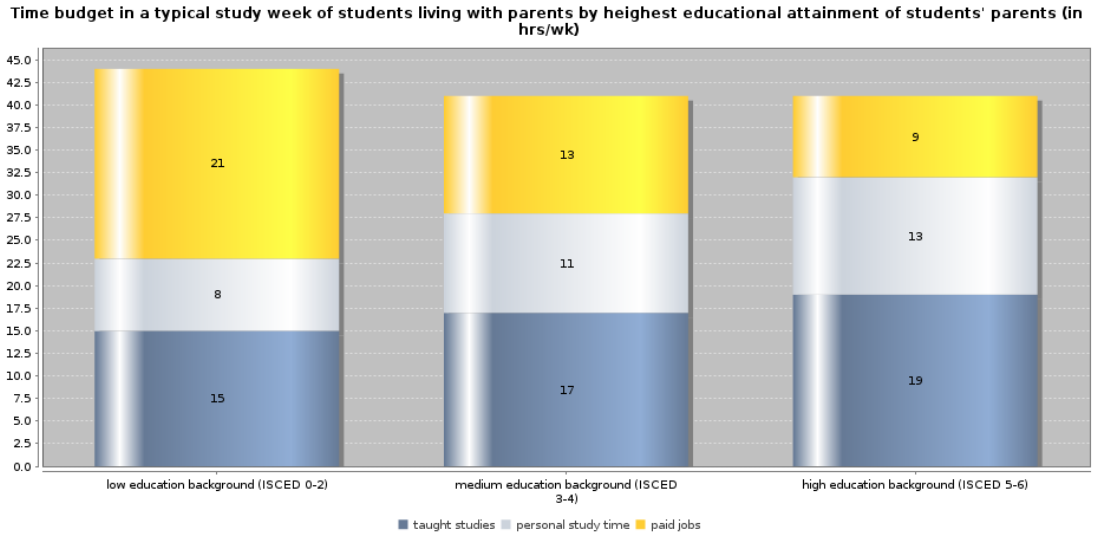
National interpretation of the results of the data analysis :

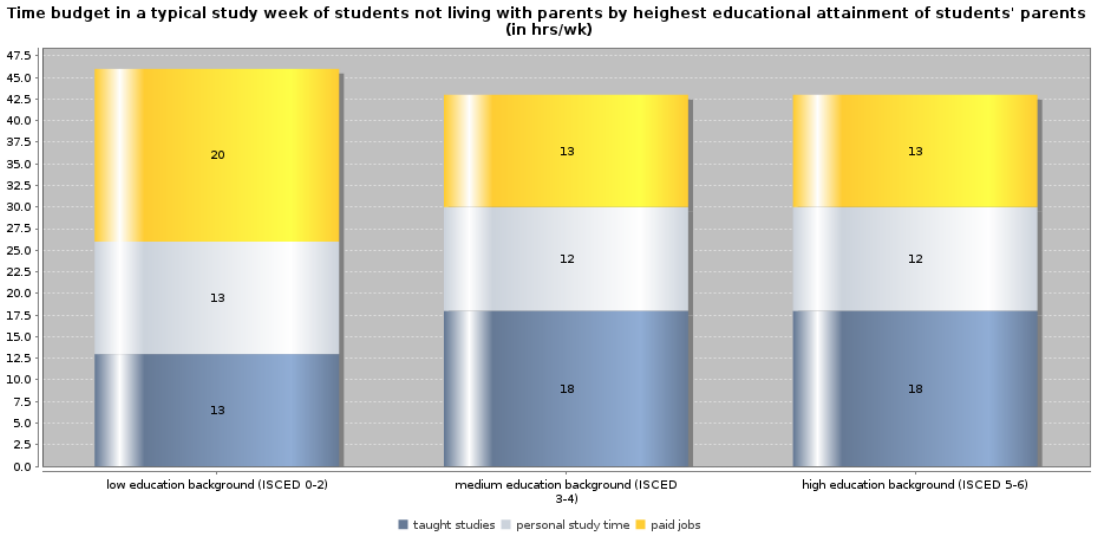
In Latvia only full time students undertook the survey thus there should not be low intensity students. However, the majority of students and master students in particular take paid jobs at the expense of their personal study time. Master students also tend not to attend classes because of their job duties.

G.8. Time budget by social background

Key indicators:

Study-related activities of students not living with parents with high education background (ISCED 5-6), hrs/wk	**30.0**
Study-related activities of students not living with parents with low education background (ISCED 0-2), hrs/wk	**26.0**





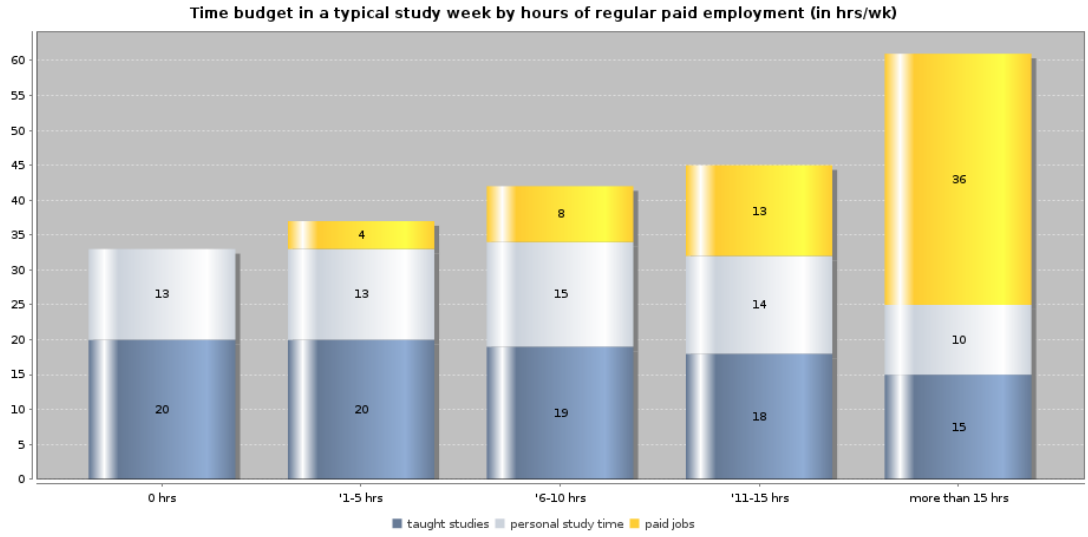
National interpretation of the results of the data analysis :

There is a small number of cases of students coming from families with a low education background. As for the other students the pattern is quite similar - students spend on average 18 hours per week on taught studies and between 11 and 13 hours per week for personal study time, and about 12 to 13 hours per week on work with one exception. Only students from families with a high education background living with parents spent on average nine hours per week at a job which is less then the other students. Apparently, parents with higher education are able to support their children better while they are staying with them.

G.9. Time budget by hours of regular paid employment

Key indicators:

Study-related activities of students with no paid employment, hrs/wk	**33.0**
Study-related activities of students, who work 1-5 hrs/wk	**33.0**
Study-related activities of students, who work 11-15 hrs/wk	**32.0**
Study-related activities of students, who work more than 15 hrs/wk	**25.0**



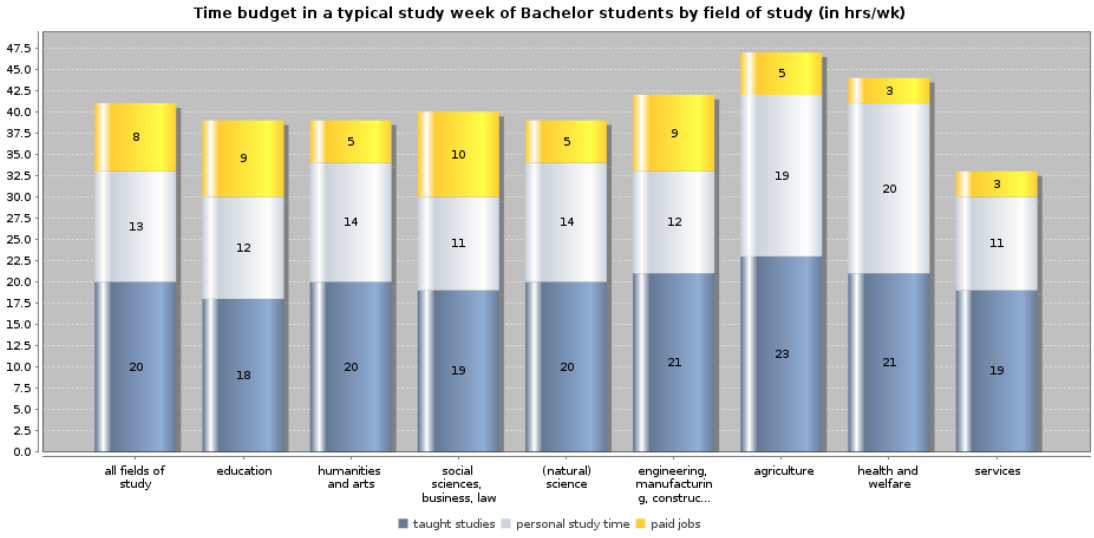
National interpretation of the results of the data analysis :

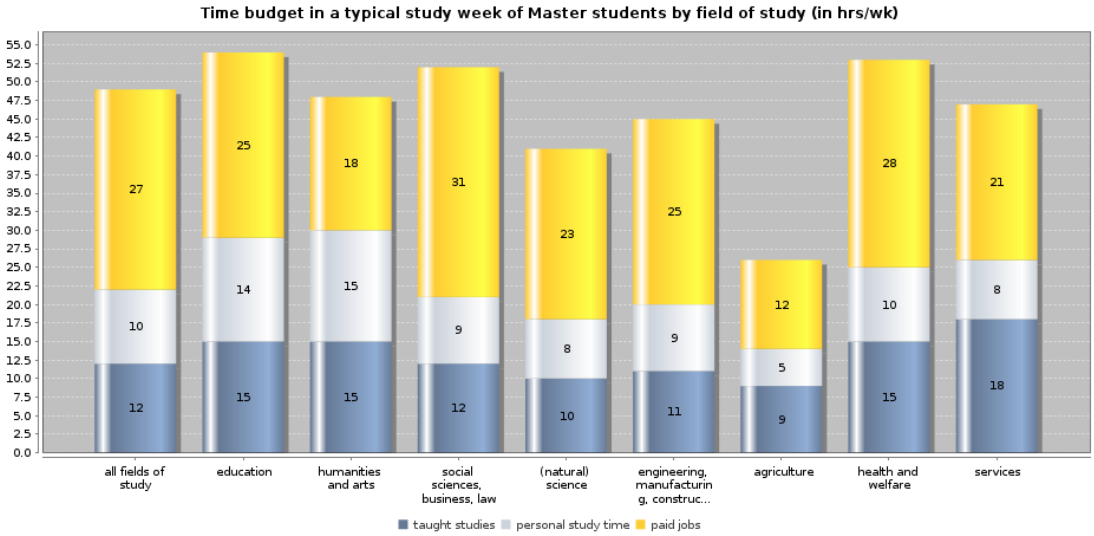
Students, who spend from 0 to 15 hours per week on regular paid jobs, devote 18 to 19 hours per week on average to taught studies and between 13 to 15 hours per week to personal study time. In Latvia only full time students were surveyed and thus it is expected that they spend 40 hours per week on their studies. It is obvious that these students use their personal study time for other activities. Students, who are employed less than 15 hours per week, replace their personal study time with paid employment. Those students who work more than 15 hours per week also spend less time on taught studies, spend on average 10 hours per week for personal studies and apparently consider their job more important than their studies.

G.10. Time budget by field of study and study programme

Key indicators:

Time budget of BA students for study-related activities in engineering disciplines, in hrs/wk	**32.9**
Time budget of BA students for study-related activities in humanities and arts, in hrs/wk	**33.5**
Time budget of MA students for study-related activities in engineering disciplines, in hrs/wk	**19.9**
Time budget of MA students for study-related activities in humanities and arts, in hrs/wk	**30.0**



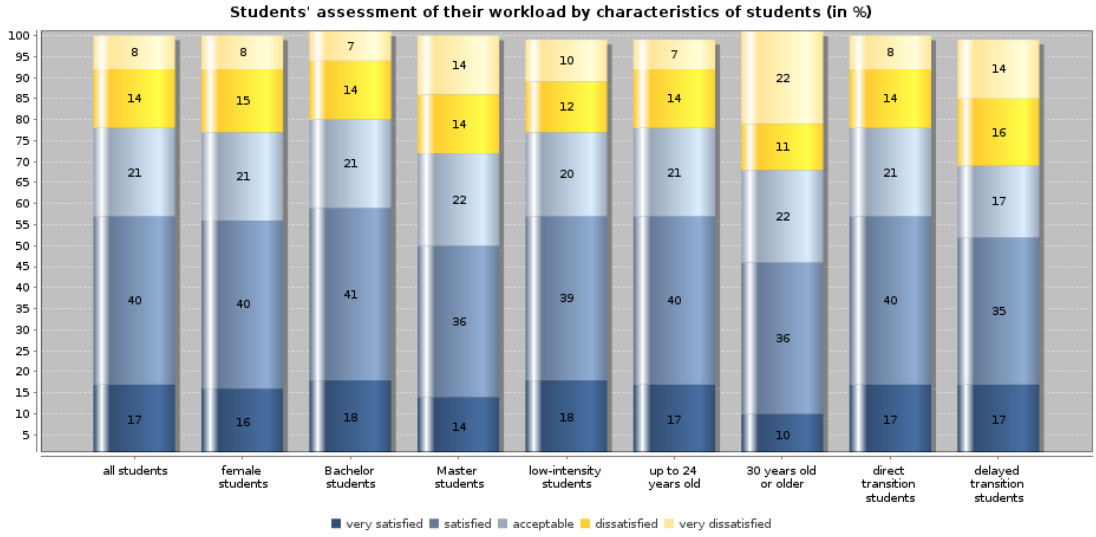


National interpretation of the results of the data analysis :
Since 2009, science and engineering studies have become a priority for the country and lately more state budget slots are allocated to these disciplines, although this prioritization has not had any effect on the surveyed population. After the collapse of the Soviet Union, the education reforms at the secondary school level made studies in social sciences and humanities very popular in Latvia. Now 20 years later, the country is experiencing a shortage of engineers and specialists in sciences. The government is trying to reverse the situation by developing more modern curricula in science subjects in general education and motivating secondary school graduates to study technical subjects at the university level.

G.11. Students' assessment of their workload by characteristics of students

Key indicators:

Share of all students who are (very) satisfied, in %	**56.9**
Share of BA students who are (very) satisfied, in %	**58.8**
Share of low-intensity students who are (very) satisfied, in %	**57.2**
Share of 30 year olds or over who are (very) satisfied, in %	**45.7**



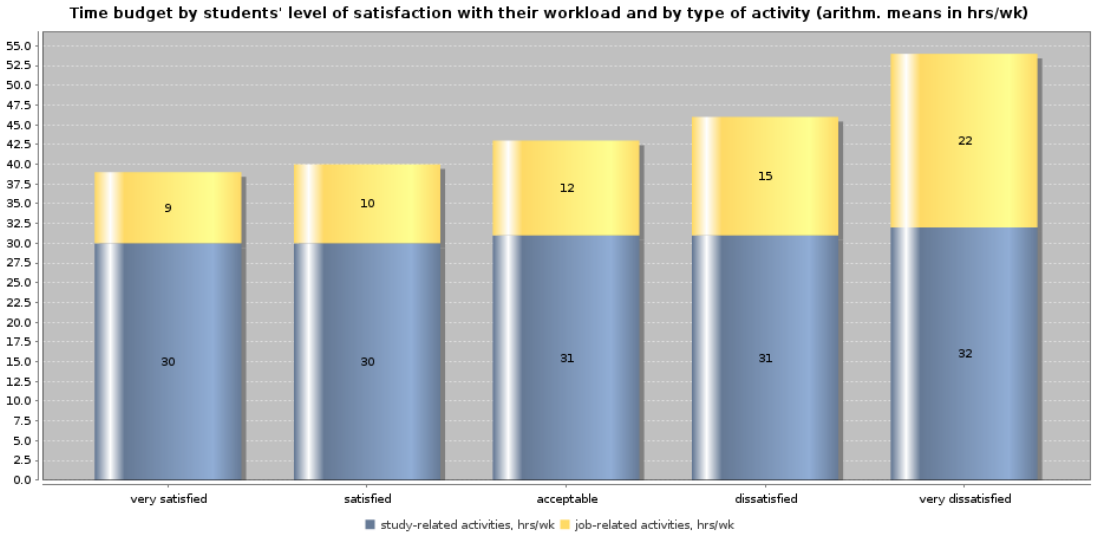
National interpretation of the results of the data analysis :

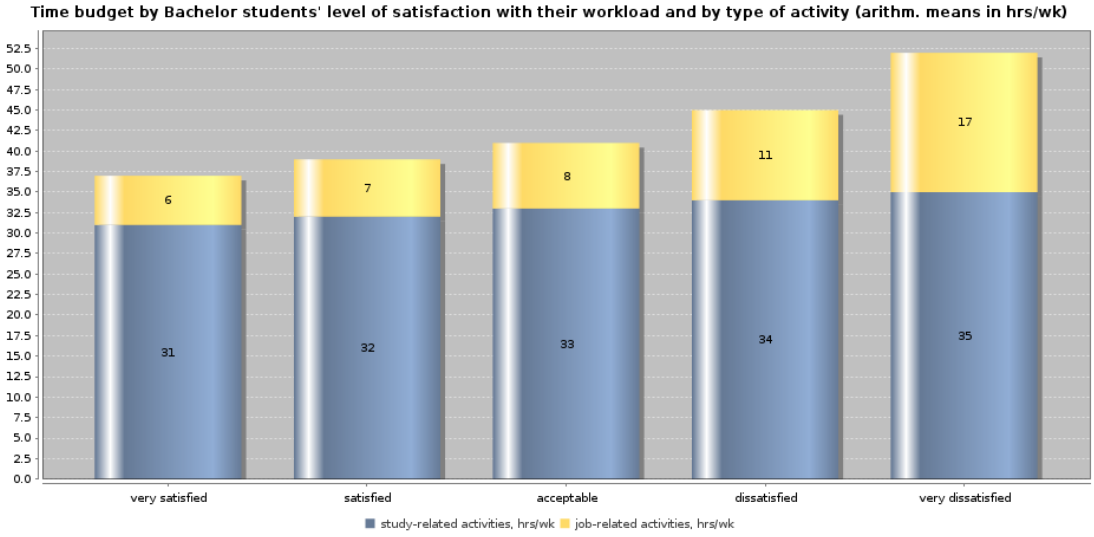
In general students in Latvia are quite satisfied with their workload. Master students, delayed transition students and 30 years old or older students are somewhat less satisfied with their workload, and this is because they are more engaged in regular paid employment and do it at the expense of their study time, in particular at the expense of personal study time.

G.12. Time budget by students' level of satisfaction with their workload

Key indicators:

Total workload of all students who are very dissatisfied, in hrs/wk	**54.4**
Total workload of BA students who are very dissatisfied, in hrs/wk	**51.8**
Total workload of low-intensity students who are very dissatisfied, in hrs/wk	**n.d.**





National interpretation of the results of the data analysis :

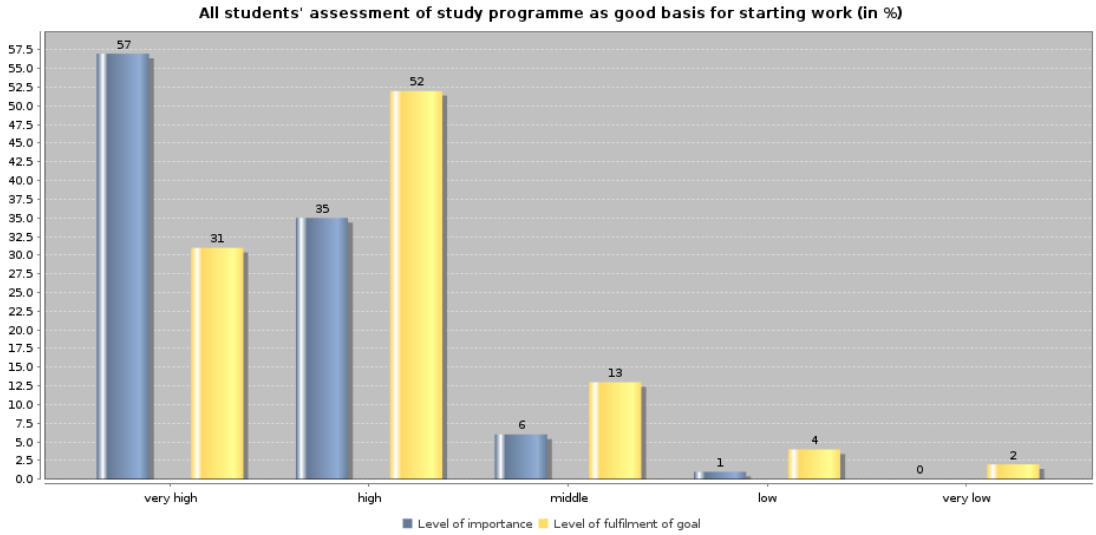
On average students in Latvia spend between 30 to 32 hours per week on study related activities. As only full time students were surveyed, they are expected to spend 40 hours per week on study related activities. Obviously, students who work more are increasingly less satisfied with their total work load. For all students the average acceptable total workload is 42 hours per week and more time spent on various activities increases dissatisfaction. The pattern for bachelor students is similar - they do spend between 31 to 35 hours per week on study related activities and those students who work more, also spend more time studying. For bachelor students the average acceptable total workload is 40.5 hours per week and more workload increases dissatisfaction.

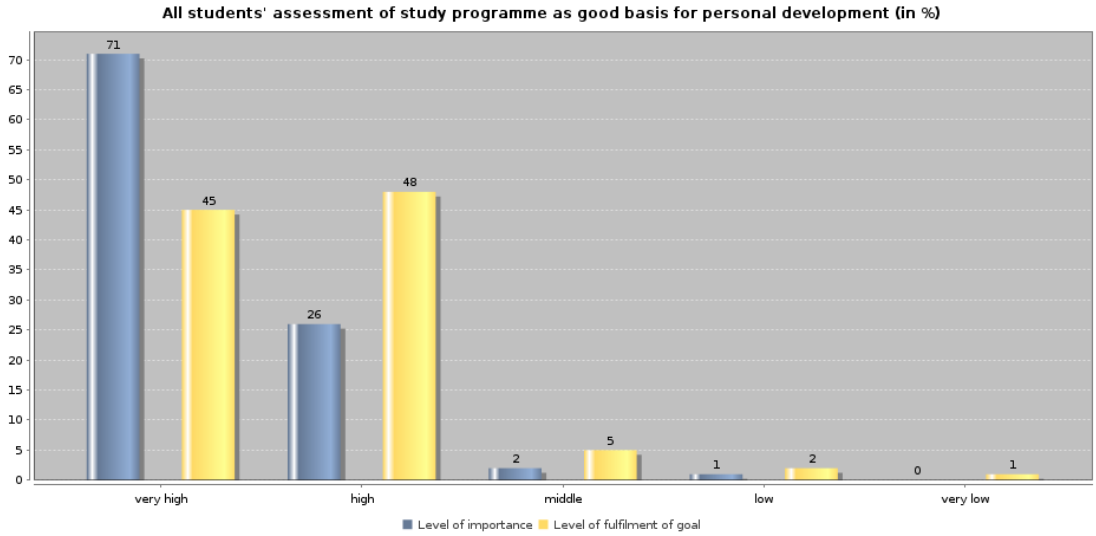
H. Assessment of studies

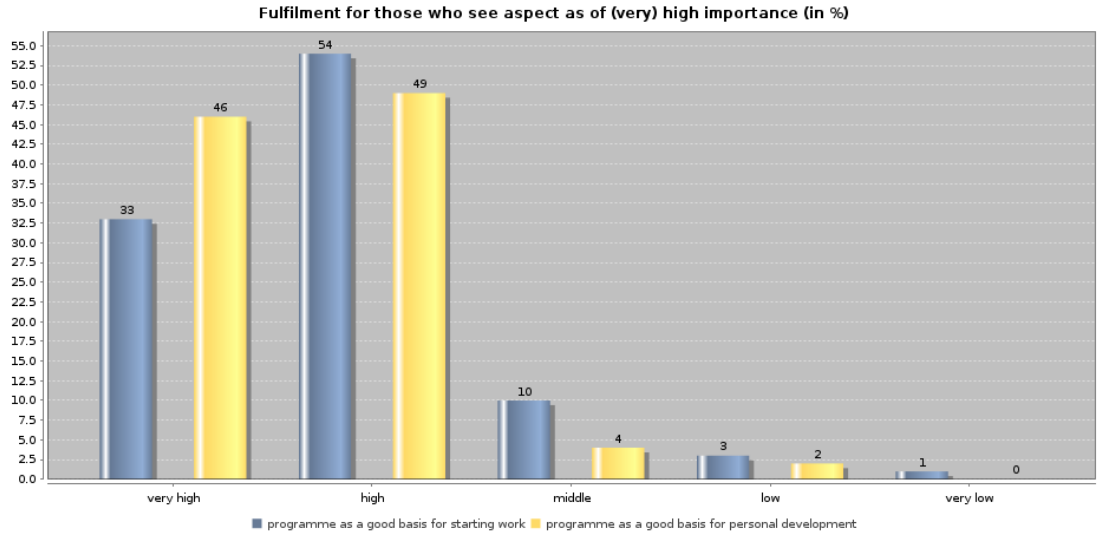
H.1. All students' assessment of general aspects of studies

Key indicators:

Share of all students whose goals are met at (very) high level - basis for starting work, in %	**82.1**
Share of all students whose goals are met at (very) high level - basis for personal development, in %	**92.3**







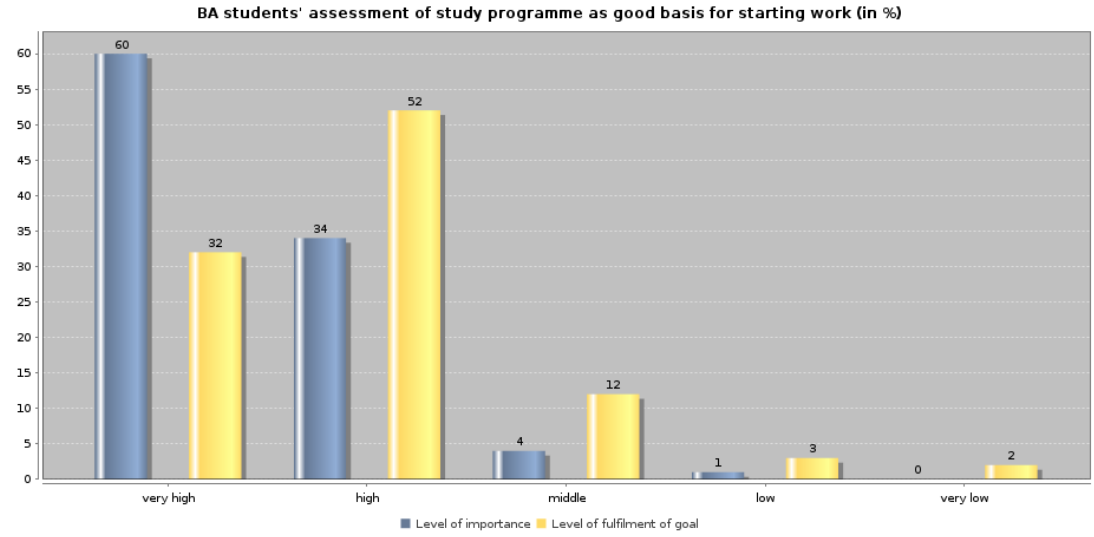
National interpretation of the results of the data analysis :

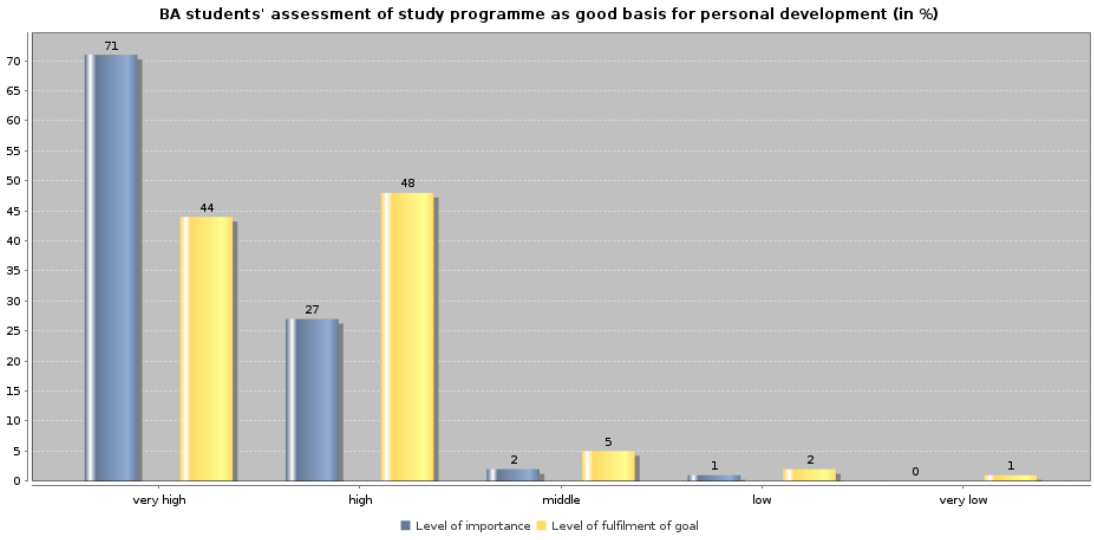
In Latvia, the majority of students valued their study programs highly as a good basis for starting work and as a good basis for personal development. However, only approximately one third of them are very satisfied with the programme as a good basis for starting work and about 40 percent valued the program very highly as a good basis for personal development. In this case the option ?rather satisfied? could be interpreted as a polite answer. This might be explained by the students being quite realistic with their expectations to choose their study programs and thus being satisfied with their choices. Usually every March, informative campaigns on the availability of study programs are organized by all the higher education institutions in Latvia and potential students actively participate in these and choose their preferred university. It also should be taken into account that the survey took place in October ? November at the beginning of the study year, thus the respondents might still feel enthusiastic about the outcome of their studies.

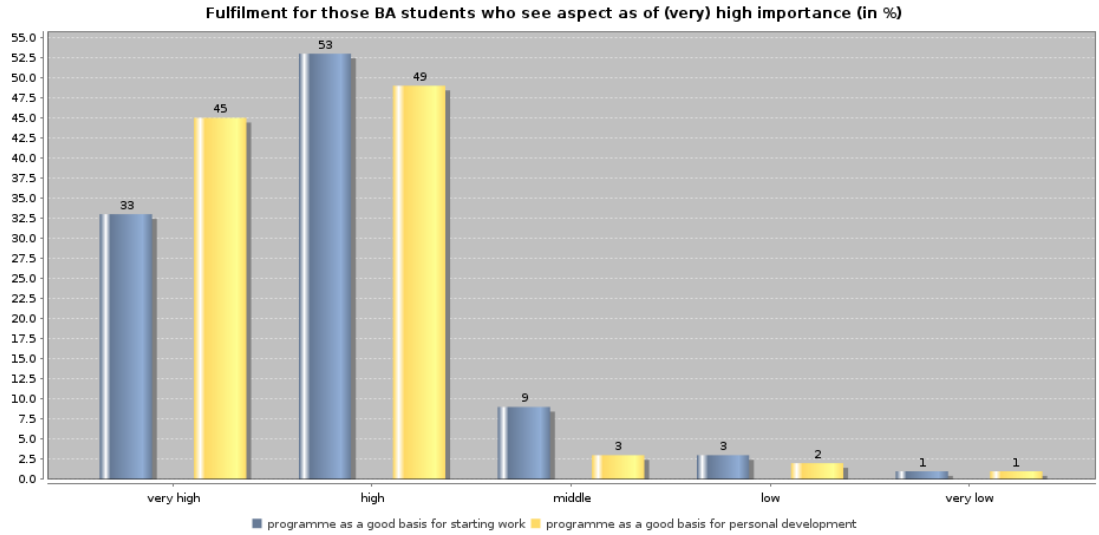
H.2. Bachelor students' assessment of general aspects of studies

Key indicators:

Share of BA students whose goals are met at (very) high level - basis for starting work, in %	**83.5**
Share of BA students whose goals are met at (very) high level - basis for personal development, in %	**92.4**







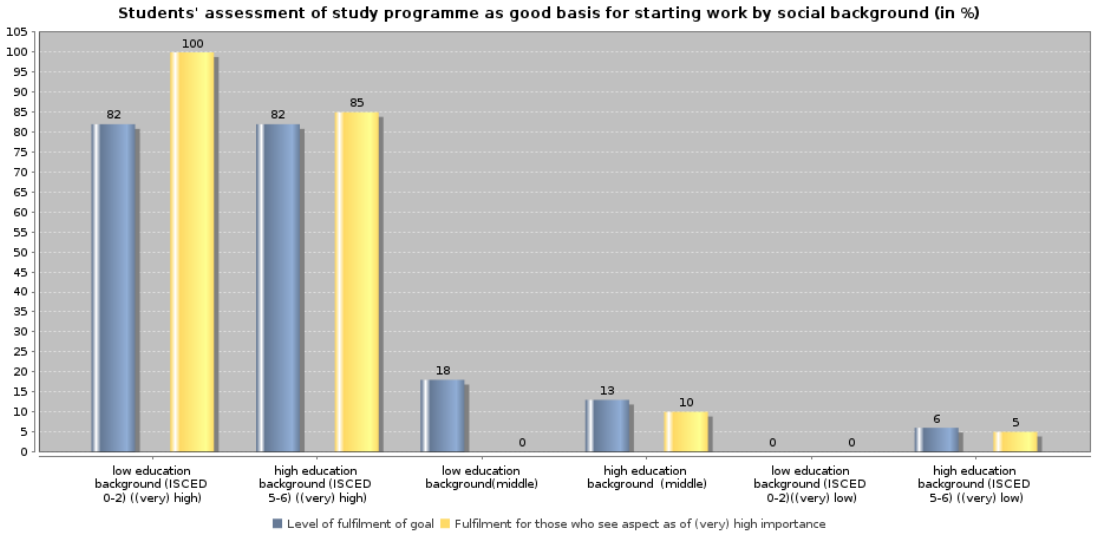
National interpretation of the results of the data analysis :

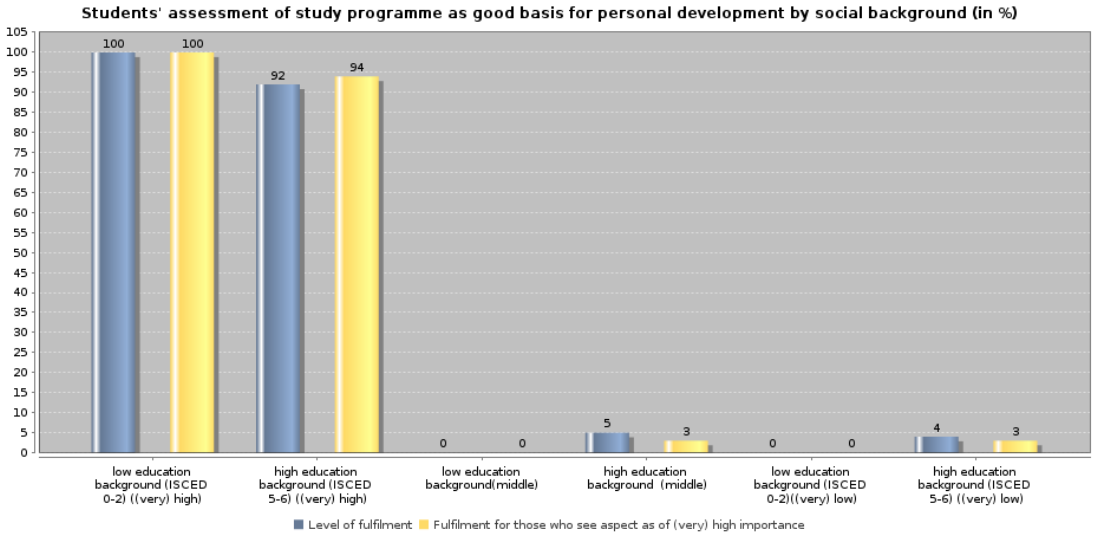
The pattern of bachelor students is similar to the entire group of respondents surveyed - the majority of bachelors valued their study programs highly as a good basis for starting work and as a good basis for personal development. This might be explained by the students being quite realistic with their expectations to choose their study programs and thus being satisfied with their choices.

H.3. Students' assessment of general aspects of studies by social background

Key indicators:

Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for starting work, in %	**82.4**
Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for personal development, in %	**100.0**
Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for starting work, in %	**81.5**
Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for personal development, in %	**91.9**





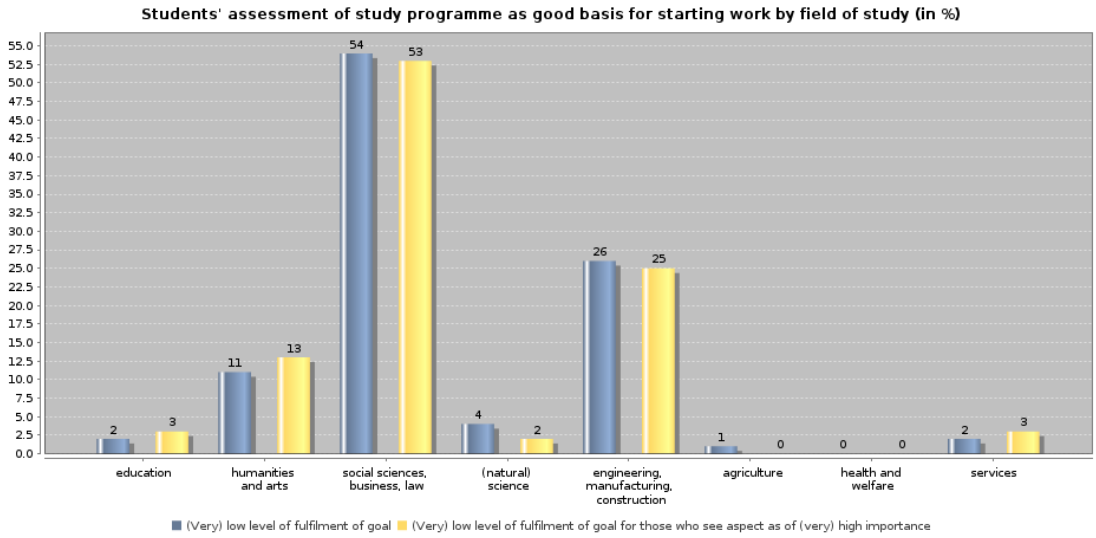
National interpretation of the results of the data analysis :

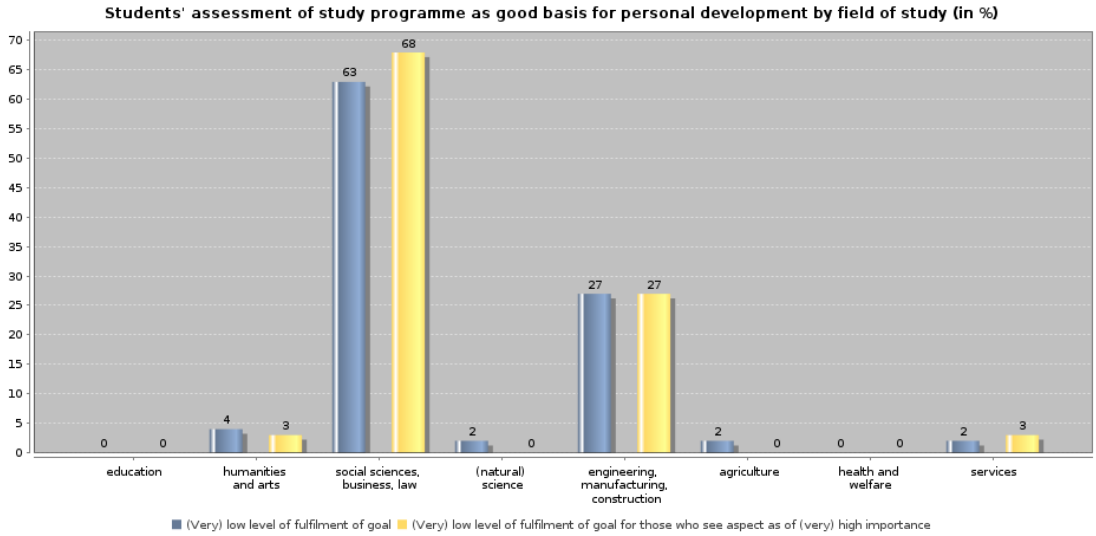
The students valued their study programs highly as a good basis for starting work and as a good basis for personal development regardless of their social background. There are a small number of cases of students coming from families with a low education background and these cases should be interpreted with the caution.

H.4. Students' assessment of general aspects of studies by field of study

Key indicators:

Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for starting work, in %	**12.5**
Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for personal development, in %	**2.9**
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for starting work, in %	**25.0**
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for personal development, in %	**26.5**





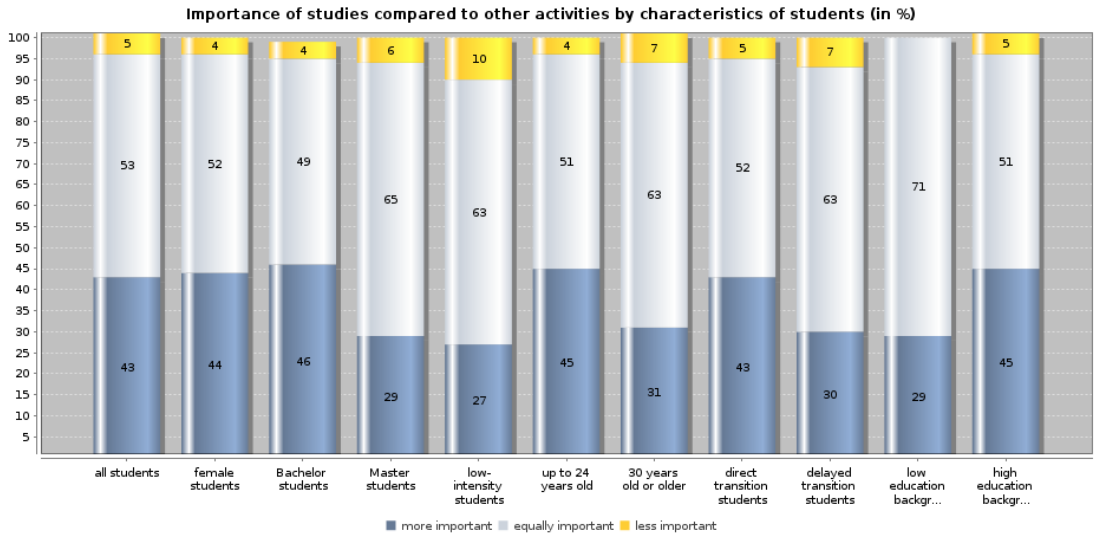
National interpretation of the results of the data analysis :

It should be mentioned that there is small number of cases of students who assess their study programmes as a good basis for starting work and personal development as low or very low. Thus a high difference in percentages in social sciences (53%) corresponds to 23 or 34 students respectively. This number constitutes less than 1.7% of the total sample thus any comparison of this part should be made with the caution.

H.5. Students' assessment of importance of studies

Key indicators:

Share of all students for whom studies are more important, in %	**42.7**
Share of all students for whom studies are less important, in %	**4.8**
Share of BA students for whom studies are more important, in %	**46.3**
Share of BA students for whom studies are less important, in %	**4.4**
Share of low-intensity students for whom studies are more important, in %	**27.0**
Share of low-intensity students for whom studies are less important, in %	**10.2**
Share of 30 years old or older for whom studies are more important, in %	**30.8**
Share of 30 years old or older for whom studies are less important, in %	**6.7**



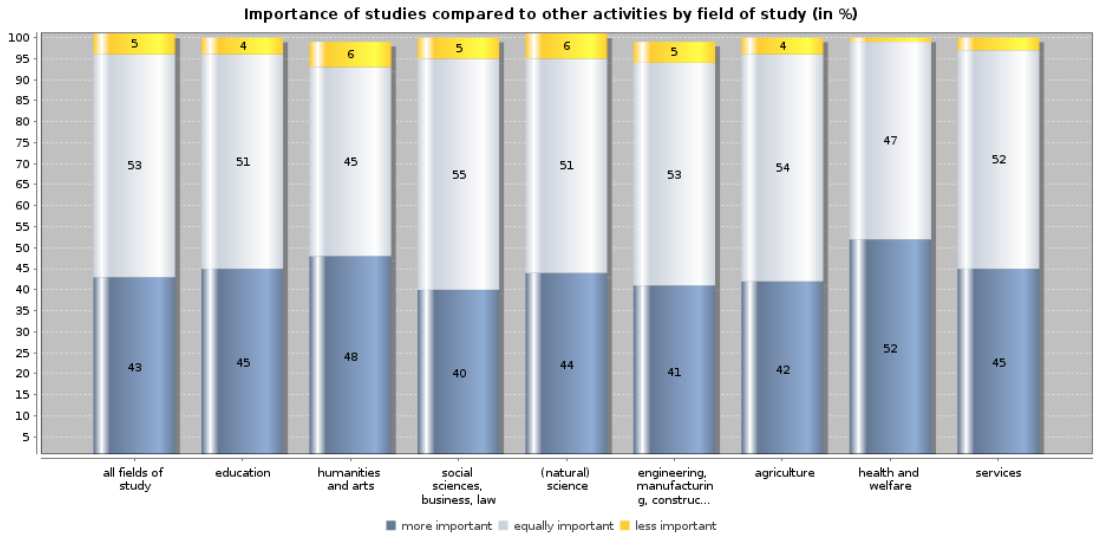
National interpretation of the results of the data analysis :

As to the importance of studies, about 40 % of each of the following groups - bachelor students, younger students (up to 24 years old), direct transition students, and students from families of a high education background consider studies more important than other activities. At the same time, a lower number of master students (29%), low intensity students (27%) and delayed transition students (30%) consider studies more important than other activities. The master students and older students are working more in order support their studies and thus their main preference is to consider studies and work as equally important. There is a small number of cases of students coming from families with a low education background thus these data should be compared with caution.

H.6. Students' assessment of importance of studies by field of study

Key indicators:

Share of students in humanities and arts for whom studies are more important, in %	**48.4**
Share of students in humanities and arts for whom studies are less important, in %	**6.3**
Share of students in engineering disciplines for whom studies are more important, in %	**41.3**
Share of students in engineering disciplines for whom studies are less important, in %	**5.4**
Share of students in social sciences for whom studies are more important, in %	**39.7**
Share of students in social sciences for whom studies are less important, in %	**5.0**



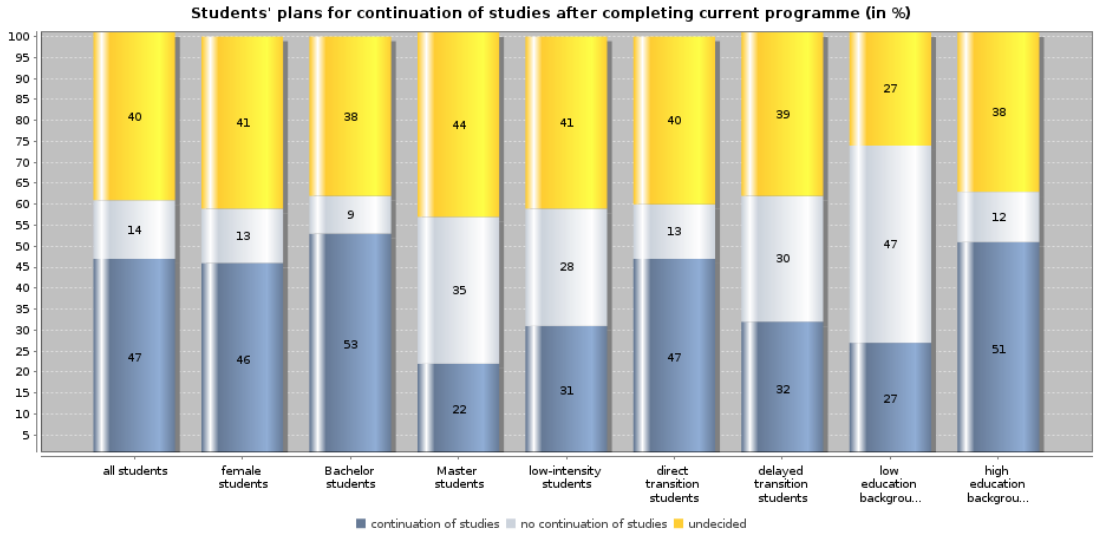
National interpretation of the results of the data analysis :

In Latvia for students in different fields of study the attitude is rather similar. Students in social sciences (40%) regard studies as more important than other activities as opposes to the 52% of students from health and welfare studies. The study of social sciences, business and law became increasingly popular in Latvia after the collapse of the Soviet Union. Most private higher education institutions are offering study programs in these subjects, thus, the biggest share of students in Latvia are in the disciplines of the social sciences, and among them are also the highest proportion of students studying for a fee. Therefore these students are more concerned with how to support themselves during their study period.

H.7. Plans for future studies

Key indicators:

Share of all students with plans for future studies, in %	**48.1**
Share of all students who plan not to continue studies, in %	**13.5**
Share of students with low education background (ISCED 0-2) with plans for future studies, in %	**26.7**
Share of students with low education background (ISCED 0-2) who plan not to continue studies, in %	**46.7**
Share of students with high education background (ISCED 5-6) with plans for future studies, in %	**52.1**
Share of students with high education background (ISCED 5-6) who plan not to continue studies, in %	**11.6**



National interpretation of the results of the data analysis :

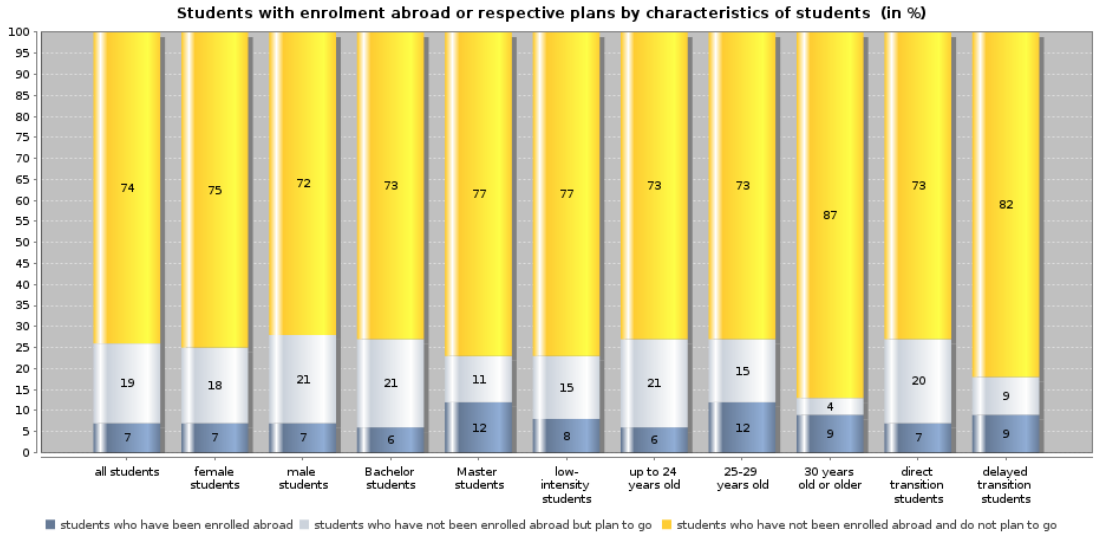
In Latvia about 40% of students from all groups are undecided if they would like to continue their studies. About 53% of bachelor students are willing to continue their studies as opposed to 22% of master students. This means that the about one fifth of the master students would like continue their career in academia. In 2010 a new ESF program supporting Ph.D. students was initialized and this motivated more students to obtain doctoral degree, but this program has not affected this group of respondents as the EUROSTUDENT IV survey took place in Latvia in 2009.

I. Internationalisation and mobility

I.1. Enrolment abroad by characteristics of students

Key indicators:

Enrolment rate of all students, in %	**7.0**
Enrolment rate of female students, in %	**7.1**
Enrolment rate of Bachelor students, in %	**5.7**
Enrolment rate of Master students, in %	**11.9**
Plans for foreign enrolment of all students, in %	**19.3**
Plans for foreign enrolment of Bachelor students, in %	**21.4**



National interpretation of the results of the data analysis :

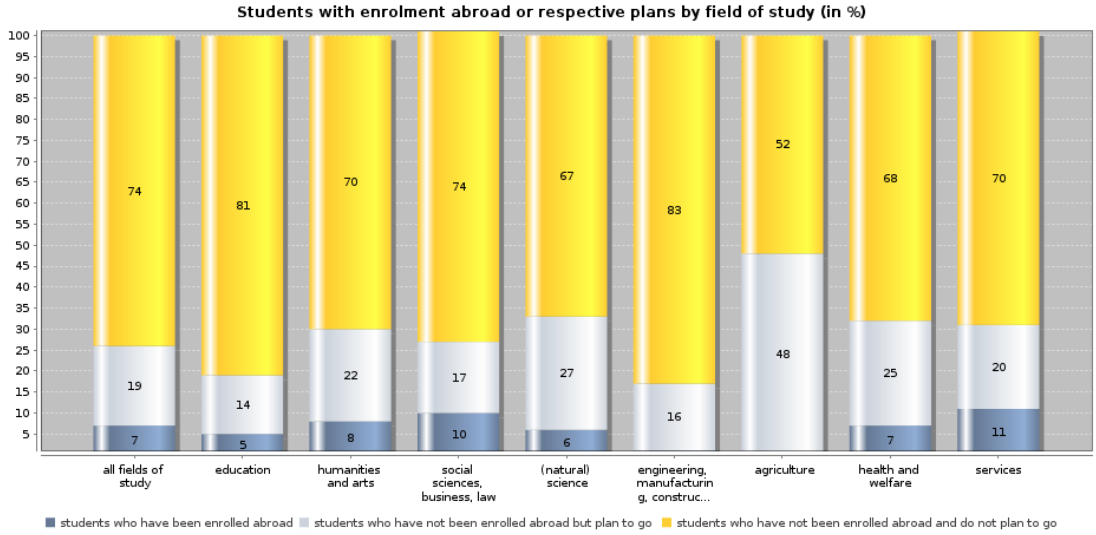
The number of students enrolled abroad is rather low in Latvia - about 6% for bachelor students and 12 % for master students. More bachelor students (21%) are planning to study abroad than the other students surveyed.

I.2. Enrolment abroad by field of study

Key indicators:

Enrolment abroad by field of study:

humanities and arts, in %	**8.3**
social sciences, in %	**9.5**
(natural) science, in %	**5.6**
engineering disciplines, in %	**1.3**



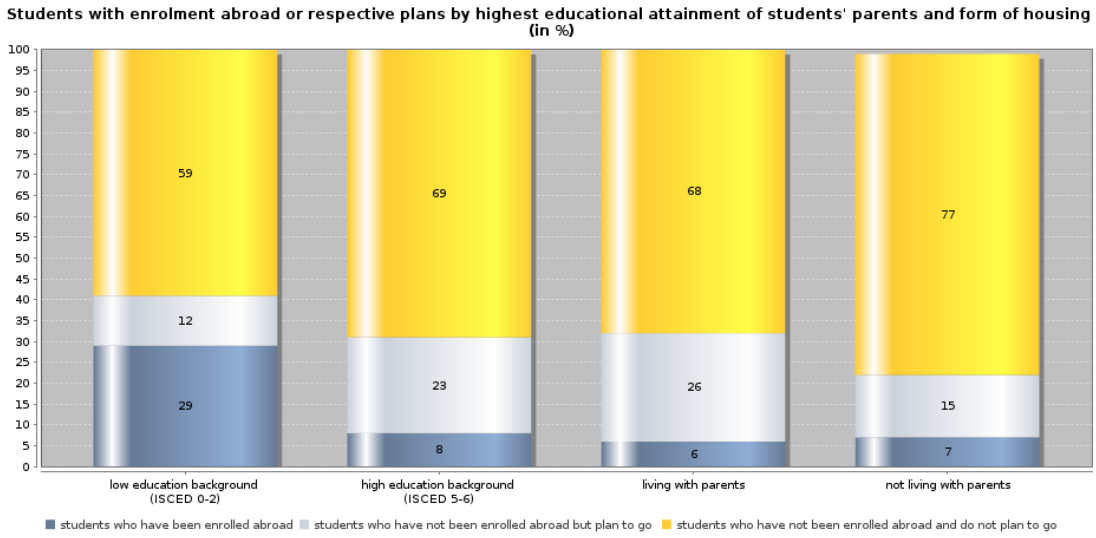
National interpretation of the results of the data analysis :

Students from social sciences (9.5%) and humanities and arts (8.3%) referred to studies abroad more frequently, but engineering (1.3%) students ? less frequently. At the same time about half of the agriculture students (46%) are planning to study abroad in the future. Students from sciences (25%), health care (22%), and humanities and arts (21%) are also interested in future studies abroad.

I.3. Enrolment abroad by social background and form of housing

Key indicators:

Enrolment rate of students, parents with high education background (ISCED 5-6), in %	**7.5**
Enrolment rate of students, parents with low education background (ISCED 0-2), in %	**29.4**
Ratio of enrolment rates: students with parents with high education background (ISCED 5-6) to students with parents with low education background (ISCED 0-2)	**0.3**



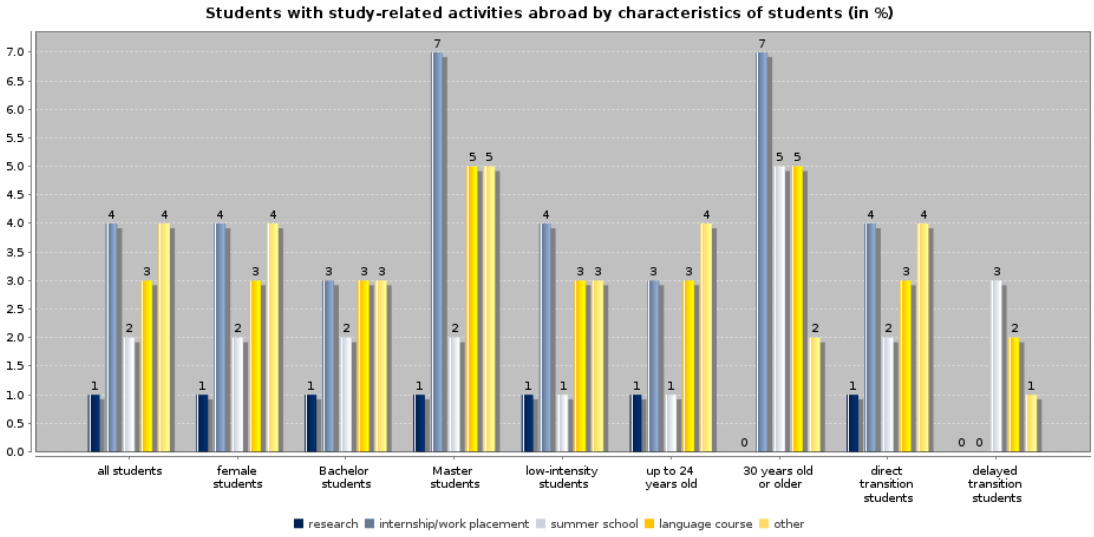
National interpretation of the results of the data analysis :

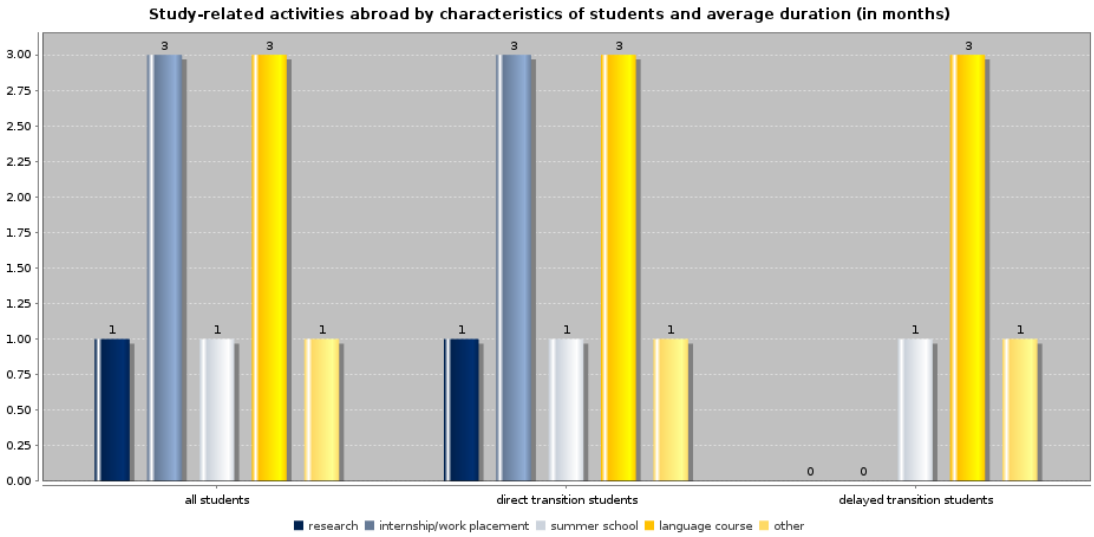
Only 17 students come from families with a low education background thus the results should be interpreted with caution. For students coming from families with a high education background and regardless if they live with their parents or not, the pattern of experience with studying abroad is rather similar - about 7% have been abroad and about 20% are planning to do so. The majority of students neither have been abroad nor plan to do so. The main obstacles for studies abroad mentioned were a lack of finances, being away from children and a partner, and the interruption of studies in Latvia.

I.4. Study-related activities abroad by characteristics of students

Key indicators:

Internship/work placement abroad, all students, in %	**3.24**
Language course abroad, all students, in %	**3.31**
No acitivities abroad, all students, in %	**75.7**
No acitivities abroad, students up to 24 years, in %	**76.7**





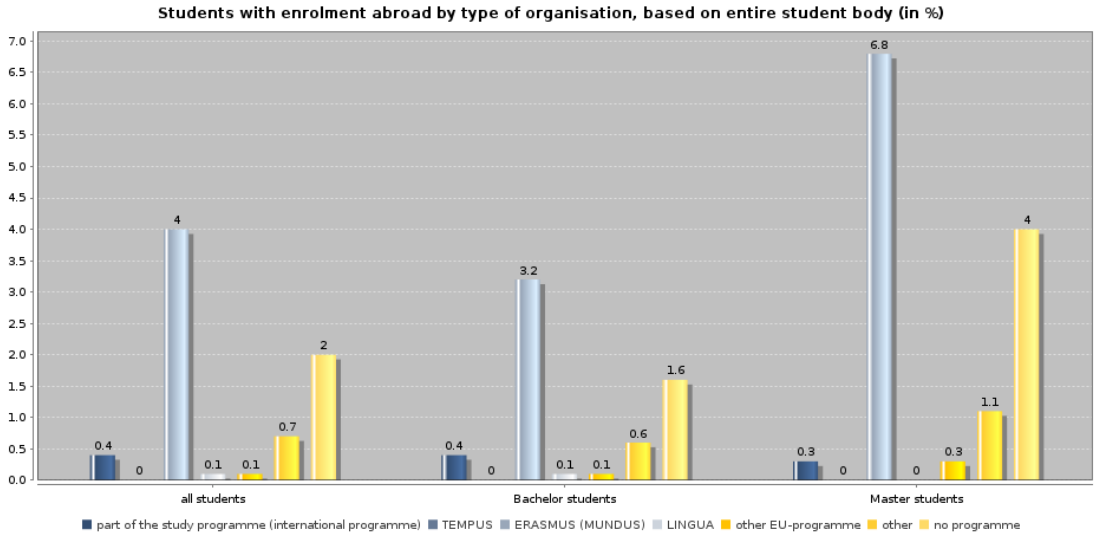
National interpretation of the results of the data analysis :

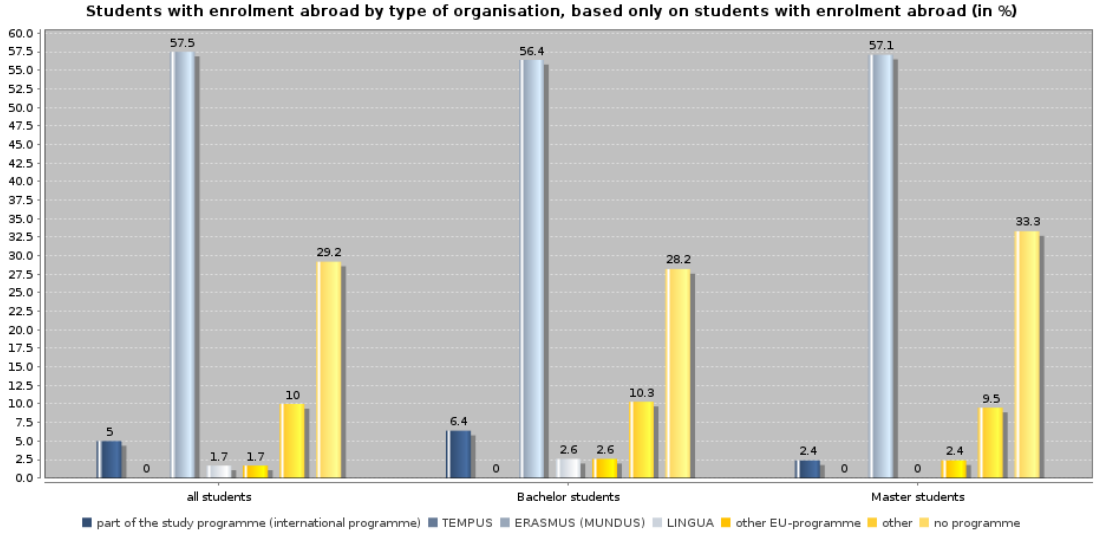
The most popular study related activities for Latvian students abroad were language courses and internships. It should be noted that there is a small number of cases in each of the listed study activities of student experience abroad, thus for country comparison it should be interpreted with caution.

I.5. Organisation of enrolment abroad

Key indicators:

Students with enrolment abroad, who went abroad without a programme, in %	**29.2**
Students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	**57.5**
Bachelor students with enrolment abroad, who went abroad without a programme, in %	**28.2**
Bachelor students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	**56.4**





National interpretation of the results of the data analysis :

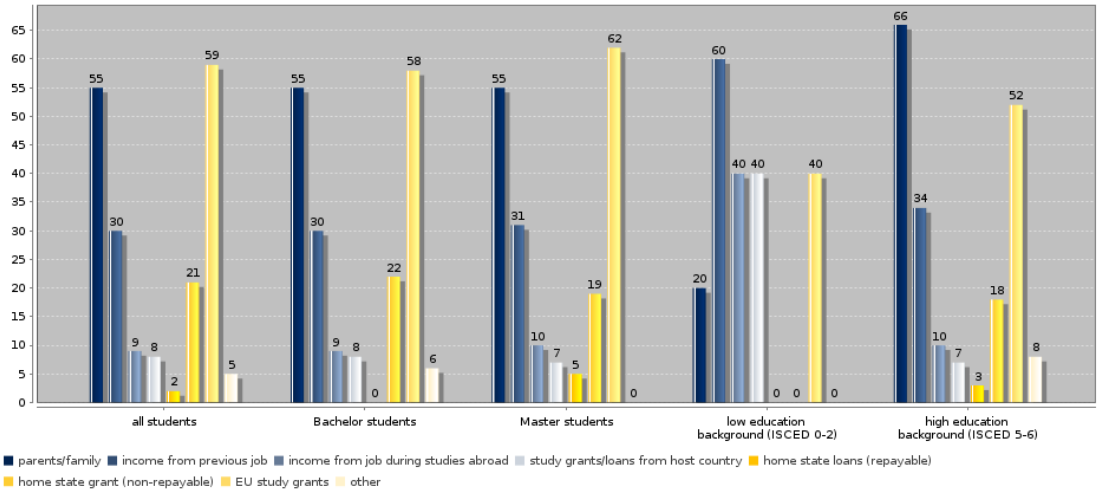
Most of the students that had experience abroad (58%) indicated that they were within the framework of ERASMUS program. Other options were mentioned less frequently - 10% indicated that they had participated within the framework of another study program, 2% mentioned other EU program, 2% - LINGUA, but 30% studied abroad without any particular program.

I.6. Sources of funding for enrolment abroad

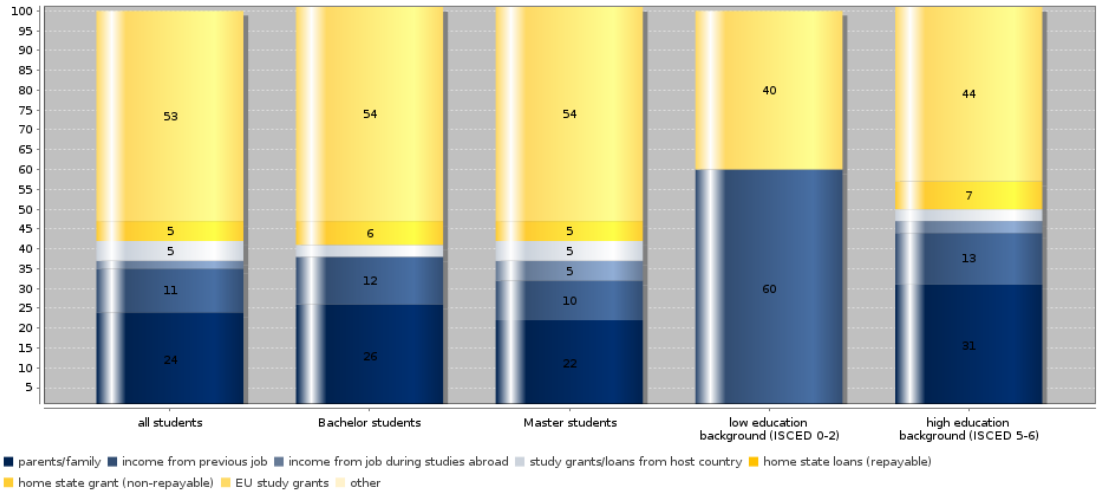
Key indicators:

Share of students utilising their parents/family as a source of funding:	
all students, in %	**55.0**
BA students, in %	**55.1**
students with high education background (ISCED 5-6), in %	**66.2**
students with low education background (ISCED 0-2), in %	**20.0**
Share of students indicating their parents/family as primary source of funding:	
students with high education background (ISCED 5-6), in %	**31.0**
students with low education background (ISCED 0-2), in %	**n.d.**
Share of students giving public support as primary source:	
students with high education background (ISCED 5-6), in %	**53.5**
students with low education background (ISCED 0-2), in %	**40.0**

Students utilising a particular source of funding for their enrolment abroad by level of studies and highest educational attainment of students' parents (in %)



Students indicating a particular source as primary source for their enrolment abroad by level of studies and highest educational attainment of students' parents(in %)



National interpretation of the results of the data analysis :

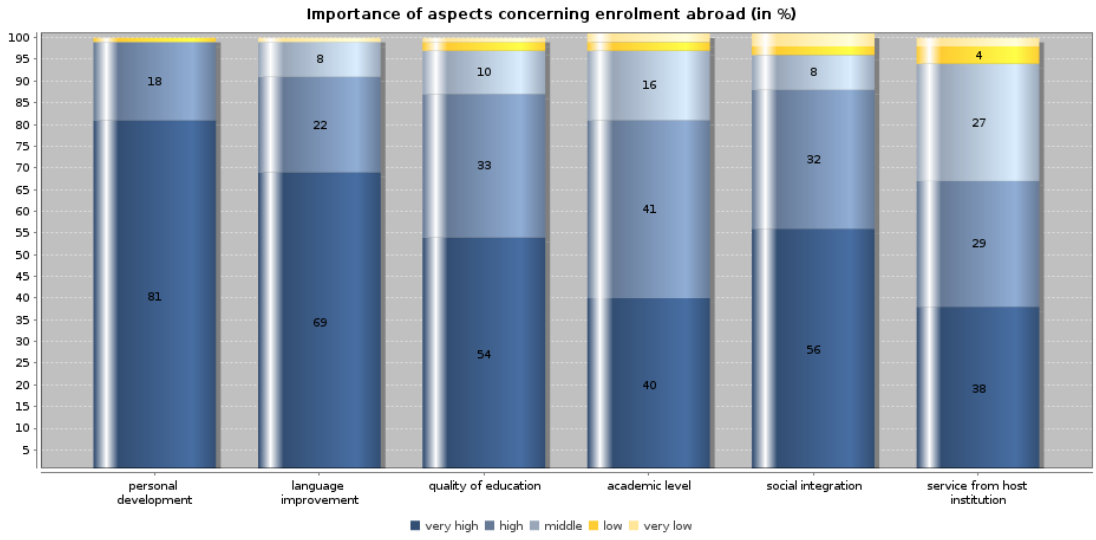
Most often students indicated EU study grants (59%) and family support (55%) as the source of funding abroad. It should be mentioned that EU study grants (53%) and family support (24%) were indicated as the primary source of funding for studies abroad.

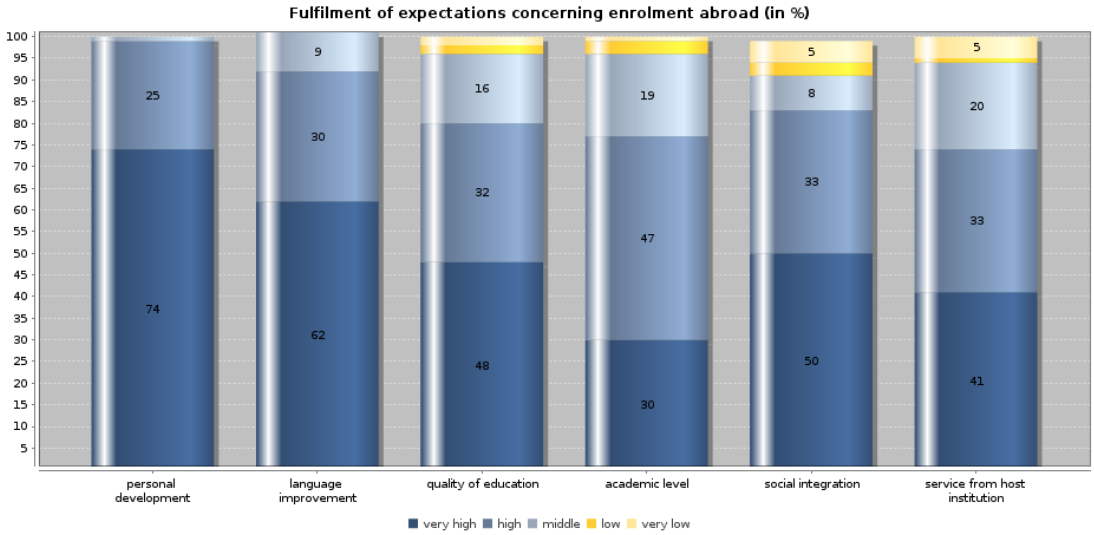
I.7. Important aspects and fullfilled expectations concerning the enrolment abroad

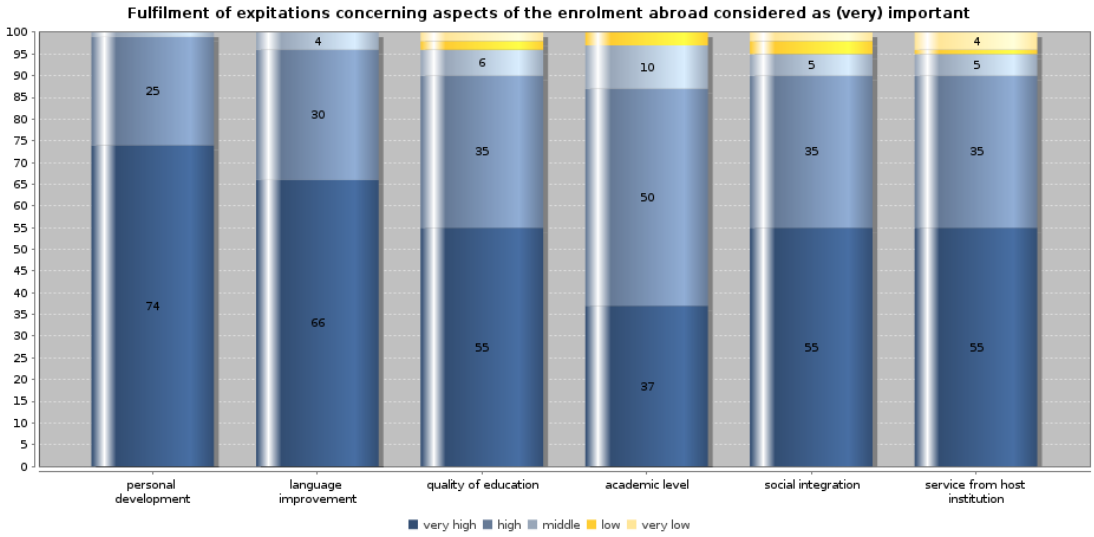
Key indicators:

Share of students whose expectations concerning the enrolment abroad fulfilled at (very)high level:

personal development, in %	**99.1**
language improvement, in %	**91.6**
quality of education, in %	**80.2**
academic level, in %	**77.4**
social integration, in %	**83.7**
service from host institution, in %	**73.7**







National interpretation of the results of the data analysis :

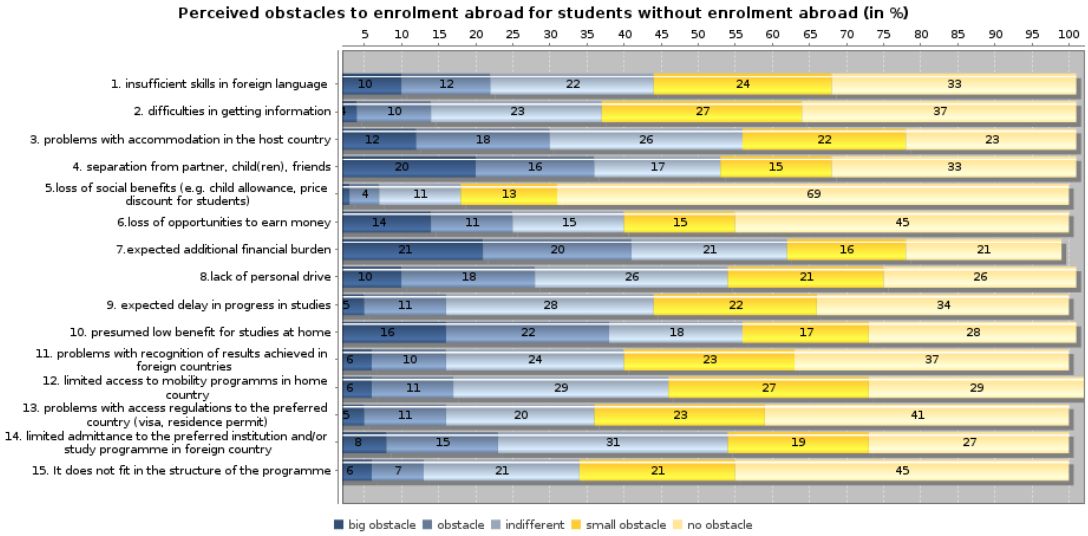
Students from Latvia perceived personal development and the improvement of language skills as the two main aspects of their studies abroad. It should be noted that there is a small number of cases (less than 6% from the sample) in each of the listed aspects concerning enrolment abroad, thus for country comparison it should be interpreted with caution.

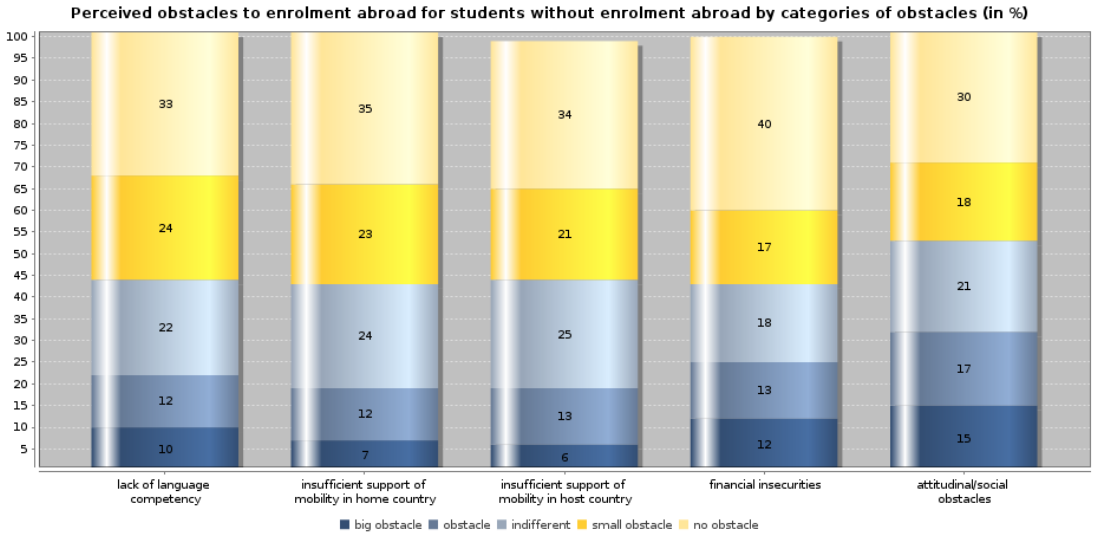
I.8. Perceived obstacles to enrolment abroad

Key indicators:

Big obstacle to enrolment abroad for students without enrolment abroad:

lack of language competency, in %	**9.8**
insufficient support in the home country, in %	**6.8**
insufficient support in the host country, in %	**6.4**
financial insecurities, in %	**12.3**
attitudinal/social abstacles, in %	**14.5**





National interpretation of the results of the data analysis :

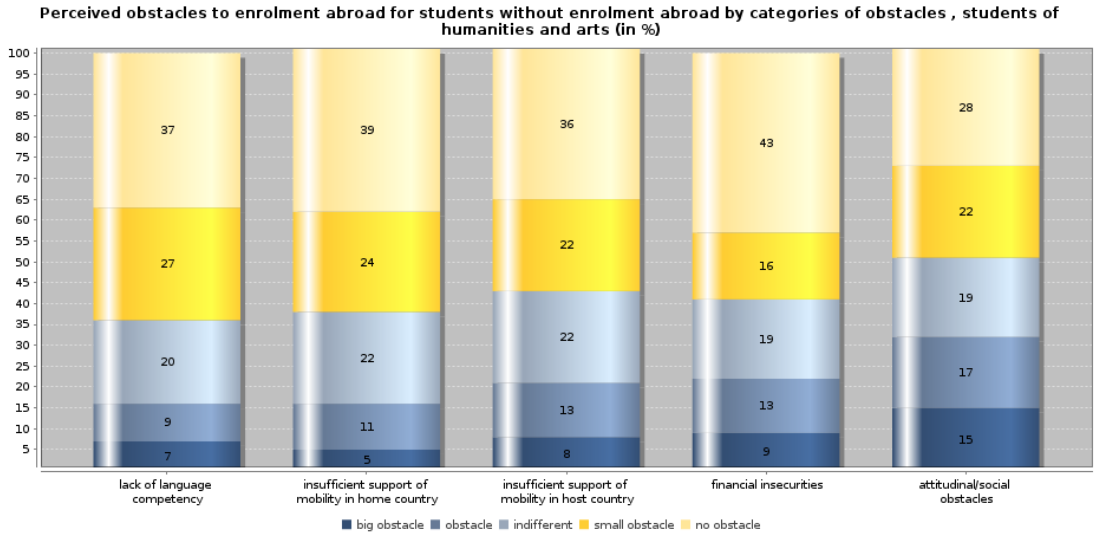
The expected additional financial burden, separation from children, partner and friends, as well as presumed low benefit to studies in Latvia were mentioned as the main obstacles for studies abroad.

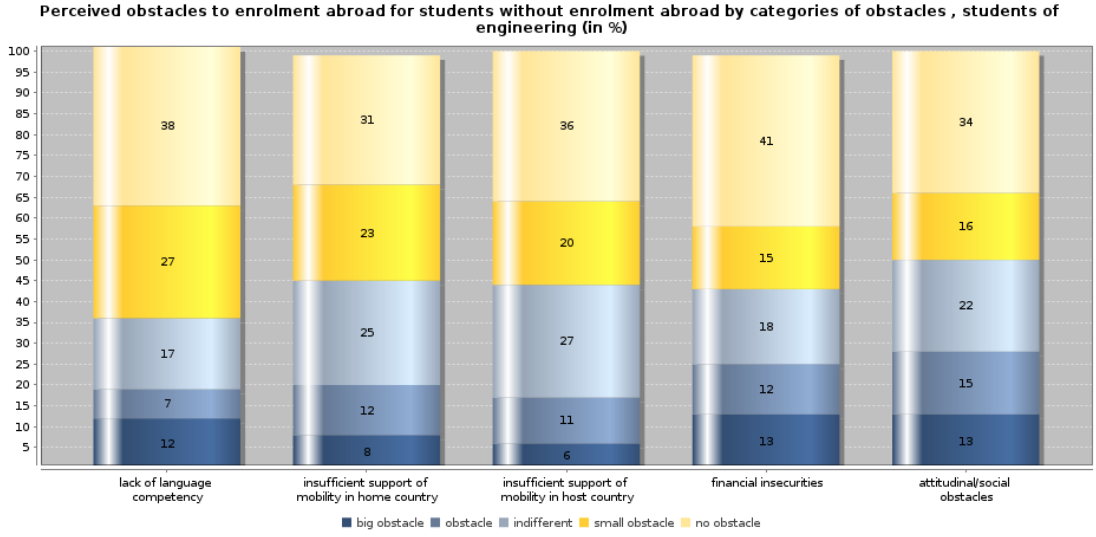
I.9. Perceived obstacles to enrolment abroad by field of study

Key indicators:

Big obstacle to enrolment abroad for students without enrolment abroad by field of study and category of obstacles:

humanities and arts - lack of language competency, in %	**6.9**
engineering disciplines - lack of language competency, in %	**11.6**
humanities and arts - insufficient support in the home country, in %	**4.9**
engineering disciplines - insufficient support in the home country, in %	**8.2**
humanities and arts - financial insecurities, in %	**9.2**
engineering disciplines - financial insecurities, in %	**13.4**



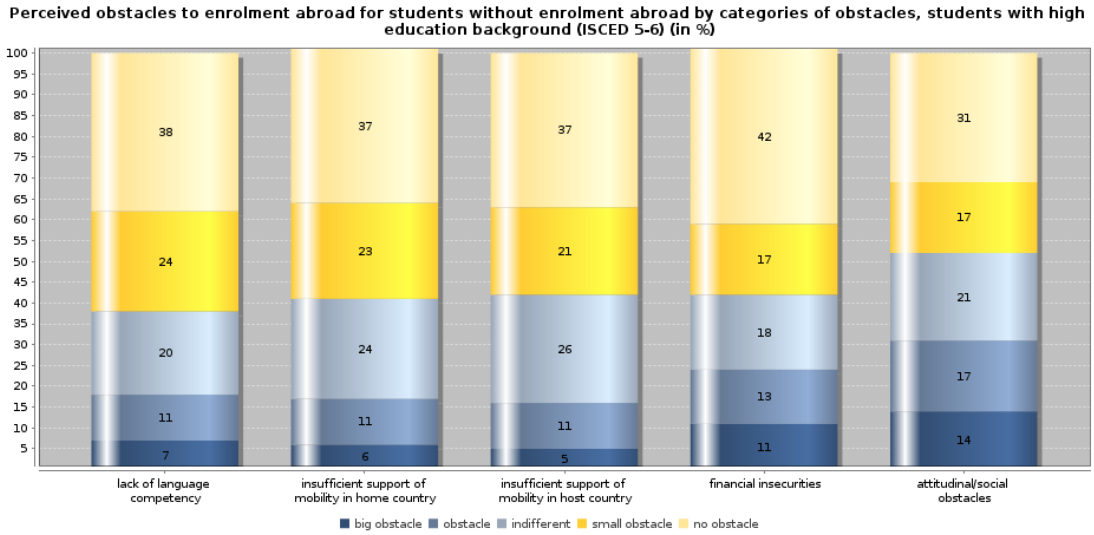


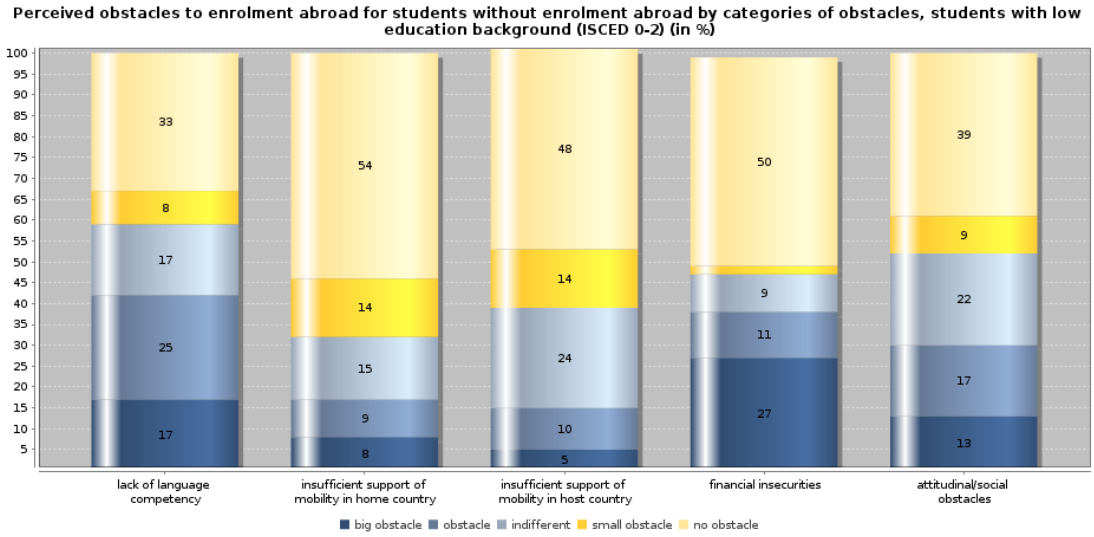
National interpretation of the results of the data analysis :
Two aspects were mentioned as the biggest obstacles to undertaking studies abroad - insufficient support of mobility in the home country and financial insecurity, for both students studying humanities and engineering. Since 2009 science and engineering studies have become a priority for the country and lately more state budgets places are allocated to these disciplines, although this prioritization has not had an effect on the surveyed population. After the collapse of the Soviet Union, the education reforms at a secondary school level made studies in social sciences and humanities very popular in Latvia. Now 20 years later, the country is experiencing a shortage of engineers and specialists in sciences. The government is trying to reverse the situation by developing more modern curricula in science subjects in general education and motivating secondary school graduates to study technical subjects at the university level. Thus, the lack of popularity of engineering studies until recently could affect student interest in undertaking studies abroad.

I.10. Perceived obstacles to enrolment abroad by social background

Key indicators:

Big obstacle to enrolment abroad for students without enrolment abroad by highest educational attainment of student' parents and category of obstacles:	
low education background (ISCED 0-2) - lack of language competency, in %	**16.7**
high education background (ISCED 5-6) - lack of language competency, in %	**7.2**
low education background (ISCED 0-2) - insufficient support in the home country, in %	**7.7**
high education background (ISCED 5-6) - insufficient support in the home country, in %	**6.2**
low education background (ISCED 0-2) - financial insecurities, in %	**27.3**
high education background (ISCED 5-6) - financial insecurities, in %	**10.9**





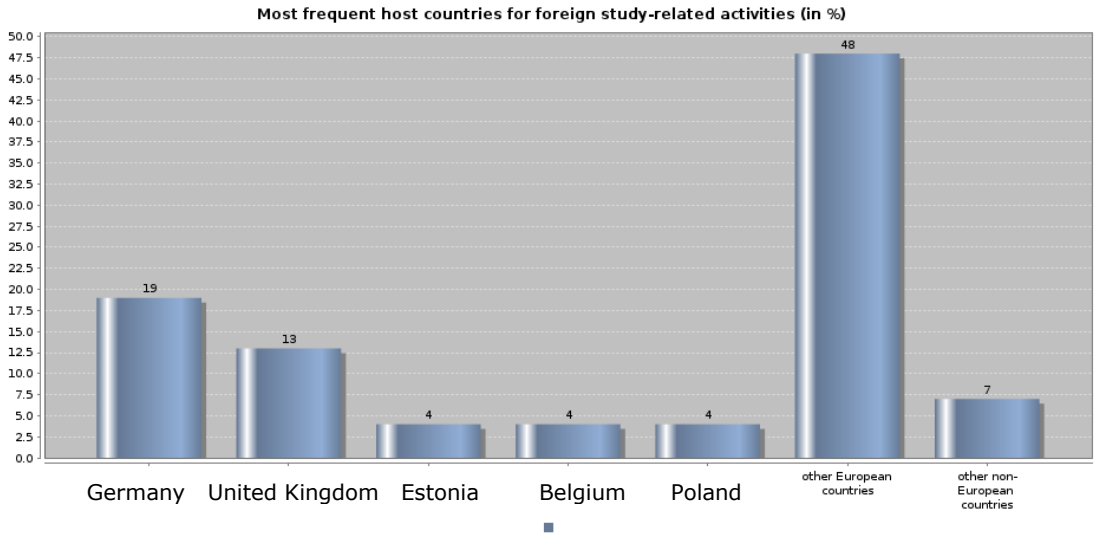
National interpretation of the results of the data analysis :

Two aspects were mentioned by students coming from families with a high education background as the biggest obstacles to undertaking studies abroad - insufficient support of mobility in the home country and financial insecurity. The same obstacles were mentioned by students coming from families with a low education background, but the number of these students is very small, so these comparisons should be made with caution.

I.11. Choice of country for foreign study-related activities

Key indicators:

Students with study-related activities in most frequent host country, in %	**Germany**	**18.8**
Students with study-related activities in second most frequent host country, in %	**United Kingdom**	**12.9**
Students with study-related activities in third most frequent host country, in %	**Estonia**	**4.3**



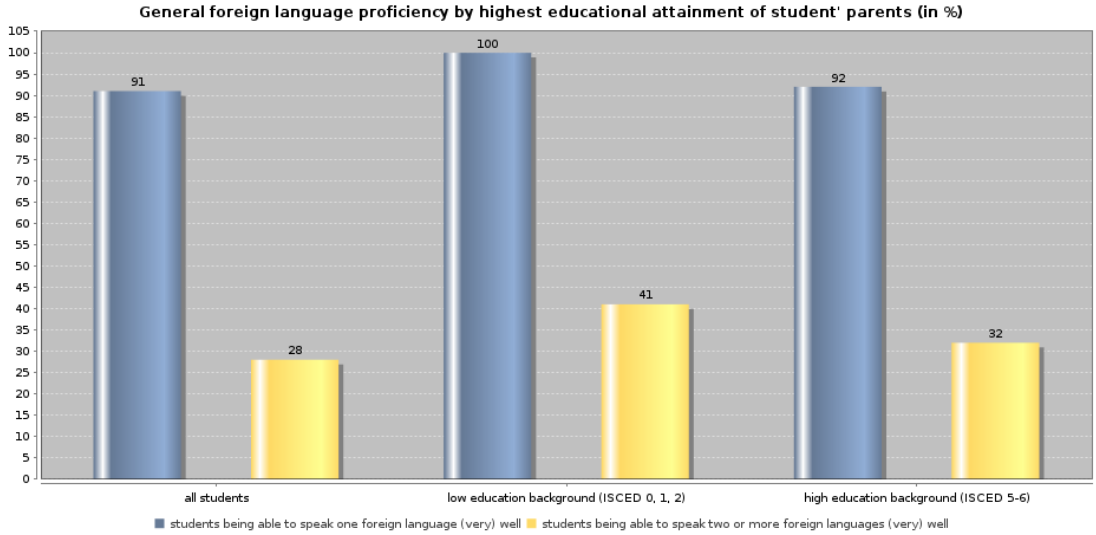
National interpretation of the results of the data analysis :

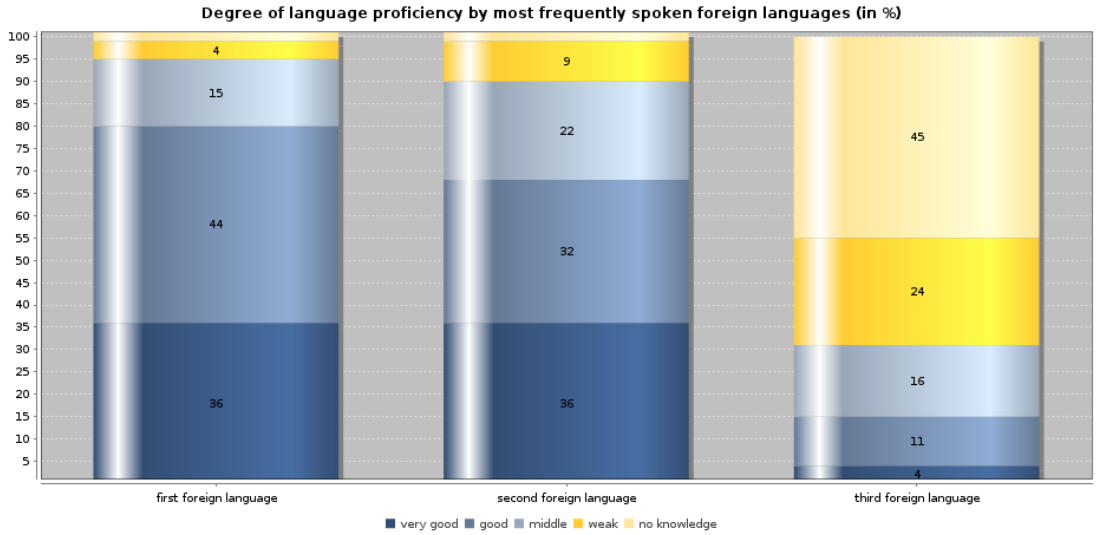
The most popular countries for studies abroad for students from Latvia are Germany and United Kingdom, but less than 10% of students that undertook the studies abroad.

I.12. Foreign language proficiency according to self-assessment

Key indicators:

Share of students with (very) good proficiency in most frequently spoken foreign language, in %	**English 80.4**
Share of students with (very) good proficiency in second most frequently spoken foreign language, in %	**Russian 67.9**
Share of students with (very) good proficiency in third most frequently spoken foreign language, in %	**German 14.6**
Share of all students being able to speak two or more foreign languages (very) well, in %	**28.1**





National interpretation of the results of the data analysis :

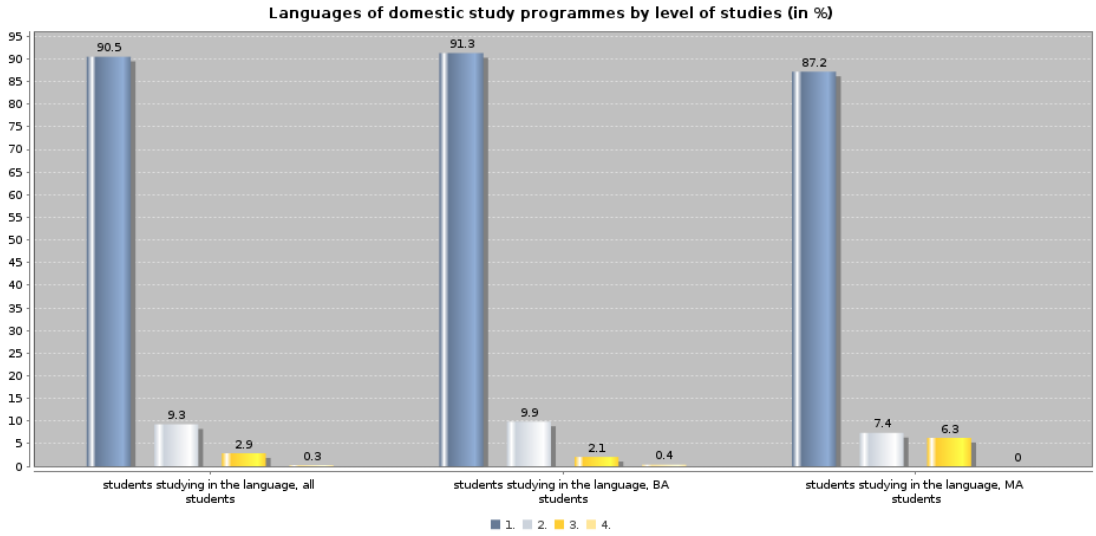
The English language is becoming increasingly popular as the foreign language taught in schools. About 80% of students admit that their English proficiency is good or very good as opposed to the 14% of

students with good proficiency in German. The proficiency of Russian is also high for students in Latvia - for 29% it is a mother tongue and of the other students about 67% indicate the good and very good proficiency. At the same time for 73% of the students the Latvian language is a native language and 25% indicate that their Latvian language proficiency is quite high.

I.13. Languages of domestic study programmes

Key indicators:

Most frequent language of domestic study programmes of all students, in %	**Latvian 90.5**
2nd most frequent language of domestic study programmes, all students, in %	**Russian 9.3**
3rd most frequent language of domestic study programmes, all students, in %	**English 2.9**



National interpretation of the results of the data analysis :

According to the Law of Higher Education Institutions (adopted in 1995), the Latvian language is the main language of instruction in the higher education institutions. Studies in foreign languages can be offered no more than 20% of the total amount of the contact hours. Some special programs can be offered in foreign languages, but then the university must offer a parallel group with the Latvian language of instruction in the same program. The language issue is a political issue and politicians are trying to protect the Latvian language by limiting opportunities to offer study programs in foreign languages. This is the reason why the new Law on Higher Education has been stuck in the parliament for five years. Lately the discussion has been opened to permit studies in other EU languages, but not in Russian, however, the outcome of the discussion still is inconclusive.