

2025 Sharing Information on Progress **(SIP) Report**

College of Law (Juridiskā
koledža)

Table of Contents

1. About PRME	3
2. About SDGs	5
3. Getting Started	6
4. Values	12
5. Research	14
6. Partner	16
7. Practice	18
8. Share	20

About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Getting Started

This section provides foundational information about College of Law (Juridiskā koledža), including key details and basic institutional data.

Mission

The mission of the College of Law is to educate and train qualified specialists for the labour market both in Latvia and abroad, who have acquired not only good theoretical knowledge, but also practical skills. The College of Law educates and trains mid-level professionals with first-level professional higher education not only in the field of law, but also in other most demanding occupations in the labour market, where the legal aspects play an important role in full-fledged work. Developing creativity and new ideas is the foundation of the study process.

Vision

To be the best college in Latvia!

To ensure the growth of the college by acquiring international experience and continuously improving the quality of studies.

To establish law as the main direction and area of the college's strategic specialization, [including](#) providing for increased attention to legal aspects in other areas of activity and study programs.

To help strengthen the country's economic potential by preparing knowledgeable, respected, financially secure and independent professionals with an active lifestyle for the labor market. To provide students with the best possible study environment. To offer lecturers and staff interesting work that is focused on unlocking potential and achieving excellent results.

Strategy

Strategy

MAIN STRATEGIC GOALS: - to educate and train qualified specialists that are in demand in the labour market; - to ensure the growth of the College by acquiring international experience and constantly improving the quality of studies; - to be the best college in Latvia; - to define legal science as the main field of strategic specialization of the College, envisaging that the legal aspect will be devoted special attention in other College's activities and study programmes. The development of the College is based on the key policy documents and regulatory framework of our state.

MOTO: Quality plays a role!

The strategic direction of Latvia in the development of education is described in several regulatory acts of national level, for example: The Guidelines for the Development of Education for 2021–2027 state that by increasing global competition in higher education and science and decreasing the number of potential students in Latvia, the need arises to create a flexible system of higher education that is internationally open, widely available, of high quality, i.e., capable of satisfying demand for professionals with appropriate qualification in accordance with the development needs of the Latvian economy and the trends of the global education market, and at the same time contributes to the

individual's personality growth and social development. The guidelines set out basic priorities such as human-oriented education, education for sustainable development and education for a knowledge-based society. The goals of smart specialization in Latvia are set in the Smart Specialization Strategy, which is an economic development strategy. One of its essential components is the building of human capital capacity in the areas of knowledge important to Latvia, taking into account the development potential of existing sectors of the national economy, as well as the modernization of the research and education sector in order to achieve higher mobility of these sectors. In fact, the Smart Specialization Strategy and the National Industrial Policy Guidelines 2014–2020 are two mutually coordinated parts of the economic development plan and ensure the achievement of a single goal – structural changes in the national economy to increase the share of higher value added products and services in exports. Cabinet of Ministers No. 246 of 14 April 2021 "Guidelines for Science, Technology Development and Innovation 2021–2027" (...the need to increase the development of information and communication solutions (ICT) and the implementation of the digital single market, thus contributing to economic growth, ..., ... A modern education system that meets the demands of the labour market and promotes the transformation of the national economy and the development of competencies, entrepreneurial skills and creativity needed to implement the priorities of smart specialization strategies at all levels of education...) 1 Guidelines on Inclusive Employment(... However, other areas of education may be faced with the necessary shortage of specialists. Natural sciences, mathematics and information technologies could experience it first. If the structure of education is not changed, by 2020 there may be a shortage of specialists with higher education in engineering, manufacturing and civil engineering, ...). 2 The European Commission's Strategy "Europe 2020 Strategy for Smart, Sustainable and Inclusive Growth" sets out key priorities for European development in different directions. The three key directions of the EU strategy are interrelated and are all relevant to activities of higher education institutions: - Smart growth – developing knowledge- and innovation-based economy; Sustainable growth – promoting a more resource efficient, environment-friendly and competitive economy; - Inclusive growth – promoting economy with high employment rates and social and territorial cohesion. Due to the rapid economic change and globalization processes, today it is not enough to have only basic knowledge and employees need to constantly undergo professional development. Nowadays, during 4–5 years of studies it is not possible to acquire knowledge that will be sufficient for a lifetime, as knowledge is gradually aging. Over the past decade, short-cycle higher education has become increasingly important as the first level of higher education and the fifth level of the European Qualifications Framework (EQF). The Bologna Process proposed in the Bologna Declaration and adopted in 1999 led to significant changes in the European Higher Education Area. The key educational aspects of the Bologna Process include lifelong learning, employment issues, financial support and degree awarding system, degree openness to the outside world, data collection and quality assurance.

Strategy Alignment

Strategy Alignment

The strategic direction of Latvia in the development of education is described in several regulatory acts of national level, for example: The Guidelines for the Development of Education for 2021–2027 state that by increasing global competition in higher education and science and decreasing the number of potential students in Latvia, the need arises to create a flexible system of higher education that is internationally open, widely available, of high quality, i.e., capable of satisfying demand for professionals with appropriate qualification in accordance with the development needs of the Latvian economy and the trends of the global education market, and at the same time contributes to the individual's personality growth and social development. The guidelines set out basic priorities such as human-oriented education, education for sustainable development and education for a knowledge-based society. The goals of smart specialization in Latvia are set in the Smart Specialization Strategy, which is an economic development strategy. One of its essential components is the building of human capital capacity in the areas of knowledge important to Latvia, taking into account the development potential of existing sectors of the national economy, as well as the modernization of the research and education sector in order to achieve higher mobility of these sectors. In fact, the Smart Specialization Strategy and the National Industrial Policy Guidelines 2014–2020 are two mutually coordinated parts of the economic development plan and ensure the achievement of a single goal – structural changes in the national economy to increase the share of higher value added products and services in exports. Cabinet of Ministers No. 246 of 14 April 2021 "Guidelines for Science, Technology Development and Innovation 2021–2027" (...the need to increase the development of information and communication solutions (ICT) and the implementation of the digital single market, thus contributing to economic growth, ..., ... A modern education system that meets the demands of the labour market and promotes the transformation of the national economy and the development of competencies, entrepreneurial skills and creativity needed to implement the priorities of smart specialization strategies at all levels of education...) 1 Guidelines on Inclusive Employment(... However, other areas of education may be faced with the necessary shortage of specialists. Natural sciences, mathematics and information technologies could experience it first. If the structure of education is not changed, by 2020 there may be a shortage of specialists with higher education in engineering, manufacturing and civil engineering, ...). 2 The European Commission's Strategy "Europe 2020 Strategy for Smart, Sustainable and Inclusive Growth" sets out key priorities for European development in different directions. The three key directions of the EU strategy are interrelated and are all relevant to activities of higher education institutions: - Smart growth – developing knowledge- and innovation-based economy; Sustainable growth – promoting a more resource efficient, environment-friendly and competitive economy; - Inclusive growth – promoting economy with high employment rates and social and territorial cohesion. Due to the rapid economic change and globalization processes, today it is not enough to have only basic knowledge and employees need to constantly undergo professional development. Nowadays, during 4–5 years of studies it is not possible to acquire knowledge that will

be sufficient for a lifetime, as knowledge is gradually aging. Over the past decade, short-cycle higher education has become increasingly important as the first level of higher education and the fifth level of the European Qualifications Framework (EQF). The Bologna Process proposed in the Bologna Declaration and adopted in 1999 led to significant changes in the European Higher Education Area. The key educational aspects of the Bologna Process include lifelong learning, employment issues, financial support and degree awarding system, degree openness to the outside world, data collection and quality assurance.

Institutional History

Institutional history

We are one of the leading private colleges in Latvia, offering short-cycle professional higher education study programmes.

We offer students the opportunity to obtain higher education in three key fields:

- Economics;
- Management, administration and real estate management;
- Law.

The aims and objectives of the study programmes delivered within these fields comply with the overarching principles of the Qualifications Framework of the European Higher Education Area and correspond to Level 5 of the European Qualifications Framework (EQF). The first students began their studies in Riga on 1 December 2000. The Legal College was accredited as a higher education institution in 2001.

Cooperation with the regions is important for the College's development; therefore, we also have four branch campuses in Latvian towns (Gulbene, Valmiera, Liepāja and Ventspils), where students can acquire education, professional skills and competencies as close as possible to their place of residence. Under changing economic conditions, not everyone can always travel to the capital and attend higher education institutions there. The College's branches ensure access to study programmes that are in demand in the local labour market, providing everyone interested with the opportunity to obtain professional competencies.

The opening of the College in Riga once attracted wide public interest, as it was the first higher education institution of this type in the country. The College administration received many letters and telephone calls from various parts of Latvia requesting the establishment of branch campuses. The largest number of applications came from Liepāja and Ventspils, and the distance to Riga—so that students could travel for lectures—was also considerable. As a result, we began evaluating opportunities to open branches, and the municipalities of both cities were very supportive. After consulting potential employers in Liepāja and Ventspils, we concluded that opening branches would be beneficial. The Liepāja branch began operating on 1 February 2001, and one month later, on 1 March, the second branch opened in Ventspils.

A similar situation developed in Vidzeme as well. The Gulbene branch was established after assessing the interest of prospective students and confirming that students from the towns and municipalities of Gulbene, Balvi, Alūksne and Madona would prefer to study closer to home rather than travel to Riga, which—due to the significant distance—would not be feasible for everyone wishing to study. Particular interest was shown by the Gulbene Municipality Council, which supported the establishment of the branch and helped to find suitable premises and staff. In the Valmiera region, the municipalities' views on the possibilities for delivering study programmes were likewise considered, and with the support of the local council, the fourth branch campus was established. Employer surveys conducted in the regions indicated that the College's graduates would be in demand in the local labour market. The decision to establish branches in Gulbene and Valmiera was taken on 13 February 2007.

Graduates & Enrollment

2024 Statistics	Number
Graduates	312
Faculty & Staff at the Institution	51

Degrees Offered

Associate Programs

- Associate of Applied Science (A.A.S.)



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Who Champions Responsible Management Education at Our Institution

- ❖ Student contributor
- ❖ Interdisciplinary efforts across business school



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

Research vs Research for RME/Sustainable Development

11 Peer-reviewed articles were published by College of Law (Juridiskā koledža) from this past calendar year.	vs	8 Peer-reviewed articles were published by College of Law (Juridiskā koledža) from this past calendar year in support of RME.
---	-----------	--

Research Funding

In 2024, College of Law (Juridiskā koledža) was awarded funding for research that is:



**Institution
Specific**

Socializing Research

In 2024, College of Law (Juridiskā koledža) contributed research findings to:

- ❖ Community organizations
- ❖ Local media



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

Institutional Partnerships

- ❖ AIKA, CYQAA

Student Organization Partnerships

- ❖ UNESCO Student Initiatives



Practice

We adopt responsible and accountable management principles in our own governance and operations.

Institutional Policies and Practices

- ❖ Buildings/real estate
- ❖ Professional training opportunities
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



Engagement Opportunities

College of Law (Juridiskā koledža) offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Annual reports
- ❖ Boards and advisory committees
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

College of Law (Juridiskā koledža) communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Chamber of commerce and local communities
- ❖ Faculty and staff
- ❖ Government and policy makers
- ❖ Media and public relations channels
- ❖ Non-governmental organizations (NGOs)
- ❖ Prospective and current students
- ❖ Research and academic networks



SIGNATORY

College of Law (Juridiskā koledža)



Address

Kr.Valdemāra 1c

Latvia



Website

<http://www.jk.lv/lv/>