

***Note:** This document has been translated into English with AI support for EFQM assessment purposes; minor terminological inaccuracies may occur. Images and screenshots are available in Latvian only and are intended to provide a general overview.*



where business meets art

CUSTOMERS and their needs

Strategy Development Working Group: **Inese Slūka, Anna Olha, Dana Dreimane, Keitija Grende, Valērijs Dombrovkis**
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RISEBA Strategy Review and Development Process

OUR ACCOLADES:



Study in Latvia
BEST PRACTICE UNIVERSITY

OUR ACCREDITATIONS:



Ministry of
Education and Science
Republic of Latvia



PROUD MEMBERS OF:



Erasmus+

edamba



European Association for
Architectural Education
Association Européenne pour
l'Enseignement de l'Architecture

Existing clients



1. Local young people with international ambitions – DN (17–25):

- In business and management
- Architecture
- Audiovisual and media arts
- Advertising and public relations

2. Local young professionals – VN/MG (25–35)

- Business and management
- Audiovisual and media arts
- Advertising and public relations

Who should our existing clients be?

- Young people with a clear interest in the sector
- With international ambitions
- Willing to invest time, effort and commitment in their own development (*their parents' money*)
- Want to develop themselves, not just obtain a degree
- Motivated and focused on career opportunities

Who should our existing clients be?

- Professionals with 2–5 years' work experience
- With potential, but not yet a clear career path
- Studying as an investment rather than an expense (*somewhat price-sensitive*)
- Open to learning, experimenting and trying out different directions
- Value practical experience and the opportunity to apply their knowledge at work

Existing clients



3. Local industry professionals (25–40+)

- Business and management
- Architecture
- Audiovisual and media arts

Who should our existing clients be?

- Experienced professionals (5+ years) who are consciously steering their careers
- Currently employed and able to apply their knowledge in practice straight away
- With a clear career goal (promotion / management / career change)
- Financially able to pay or funded by their employer
- Viewing the course as an investment rather than an expense
- With the potential to become long-term alumni assets
- Seeking practical, immediately applicable and strategic content
- Open to collaboration, networking and the exchange of experiences

Existing clients

Client segment	Current	Want	Should	Target customers
1. Local young people with international ambitions (17–25) – DN	✓	✓	✓	✓
<i>Business and management</i>	✓	✗	✗	✗
<i>Architecture</i>	✓	✓	✓	✓
<i>Public relations and advertising</i>	✓	✓	✓	✓
<i>Audiovisual and media arts</i>	✓	✓	✓	✓
2. Local emerging professionals (23–35) – VN/MG	✓	✓	✓	✓
<i>Business and management</i>	✓	✓	✓	✓
<i>Architecture</i>	✓	✓	✓	✓
<i>Public relations and advertising</i>	✗	✗	✓	✓
<i>Audiovisual and media arts</i>	✓	✓	✓	✓
3. Local industry professionals (25–40+) – VN/MG	✓	✓	✓	✓
<i>Business and management</i>	✓	✓	✓	✓
<i>Architecture</i>	✓	✓	✓	✓
<i>Public relations and advertising</i>	✗	✗	✓	✓
<i>Audiovisual and media arts</i>	✓	✓	✓	✓

Existing clients' needs

Requirement	We serve	We wish to strengthen	Should be served	Target need
International opportunities (ERASMUS, work placements, projects)	✓	✓	✓	✓
Student readiness for an international career	✗	✓	✓	✓
Accredited formal education/certification opportunities	✓	✓	✓	✓
Opportunity to combine work with study (2,3)	✓	✓	✓	✓
Ability to adapt to the AI era and use it consciously and critically	✗	✓	✓	✓
Immediate application of knowledge in practice	✓	✓	✓	✓
Ability to cope with uncertainty	✗	✓	✓	✓
A clear career path and identity formation	✗	✗	✓	✓
Managing attention, focus and digital wellbeing	✗	✗	✓	✓
Systematic career development	✓	✓	✓	✓

Existing clients



4. Distance learning students

- Business and management (only 3 programmes)

Who should our existing clients be?

- Working professionals with limited time for face-to-face study
- Self-disciplined and able to study independently
- Digitally literate
- View their studies as an investment rather than an expense
- Financially capable
- Seek flexibility, but not at the expense of quality
- Results-oriented, rather than process-oriented
- With the potential to continue their education

5. PhD students

- Business and management
- Audiovisual and media arts

Who should our existing clients be?

- Experienced professionals or academics with a clear research focus
- With a strong motivation to generate new knowledge or have an impact in practice
- Able to combine research with professional practice
- Self-directed and disciplined in long-term work
- With a high level of analytical and critical thinking
- With the potential to publish and make an academic or professional impact
- Open to collaboration (with industry, higher education institutions, internationally)
- With the potential to become part of RISEBA's academic and professional community

The needs of existing distance learning clients

Needs	We cater for	We wish to strengthen	Should be served	Target need
Flexible study options (studying at any time/in any place)	✓	✓	✓	✓
The option to study in Latvian whilst living in another country	✓	✓	✓	✓
Desire to change career whilst continuing to work during your studies	✓	✓	✓	✓
A close link between studies and the working environment	✗	✓	✓	✓
Access to study materials	✓	✓	✓	✓
Structured course content (lectures, assignments)	✓	✓	✓	✓
Higher quality digital learning experience (for each PD and EX)	✗	✓	✓	✓
Clear course structure and requirements	✗	✓	✓	✓
More regular and higher-quality feedback	✗	✓	✓	✓
Remote guest lectures	✗	✓	✓	✓
A consistent standard of quality across all courses	✗	✓	✓	✓
Design of the student experience (not just the content) – a personalised study pathway	✗	✓	✓	✓
Maintaining engagement throughout the study process	✗	✓	✓	✓
Balance between flexibility and discipline	✗	✓	✓	✓
Professional network	✗	✓	✓	✓
Internationally recognised qualification	✓	✓	✓	✓

The needs of current PhD students



Need	We cater for	We wish to strengthen	Should be served	Target need
Academic knowledge and research platform	✓	✓	✓	✓
Studies in English and an international environment	✓	✓	✓	✓
Professional and internationally-oriented teaching staff	✓	✓	✓	✓
Community and professional contacts (the RISEBA environment)	✓	✓	✓	✓
More active involvement in international research projects	✗	✓	✓	✓
Building an international academic network	✗	✓	✓	✓
Links between research and industry/practice	✗	✓	✓	✓
Positioning doctoral students as internationally competitive experts	✗	✓	✓	✓
Integration of doctoral students into academic work	✗	✓	✓	✓
Structured support for publications and impact building	✗	✓	✓	✓

An illustration of a welcome meeting on a rooftop terrace. A man with dark skin, wearing a yellow sweater, dark trousers, white sneakers, and a dark backpack, stands with a blue rolling suitcase, facing a seated couple. The couple, a man and a woman in business attire, are seated at a round wooden table. On the table is a map of Tallinn with RISEBA logos, and a tablet displaying a multilingual 'Welcome!' message. The terrace has a white railing and is set against a backdrop of the Tallinn skyline, including the Spidelmägi Church spire, across a river. The scene is lit by three yellow pendant lights hanging from a modern, angular roof structure. A glass wall on the right shows a globe and a potted plant.

- Business and management
- Audiovisual and media arts
- Advertising and public relations
- Architecture

- Highly motivated to study abroad
- Students seeking career opportunities, not 'degree buyers'
- View their studies as an investment rather than an expense
- Financially capable
- Students with an international mindset
- With the potential to build alumni value

7. Incoming ERASMUS+ students

- Students open to international mobility
- With an interest in international experiences and culture
- Academically motivated and engaged
- With good English language and communication skills
- Who value a high-quality study experience and organisation
- Socially active, sharing their experiences
- With the potential to become RISEBA's international ambassadors (alumni)

The needs of existing international clients

Need	We serve	We wish to strengthen	Should be served	Target need
An international study environment in English	✓	✓	✓	✓
Courses in business, art, media and architecture	✓	✓	✓	✓
Well-organised study programme (lectures, timetable, coordination)	✓	✓	✓	✓
Induction weeks / integration activities	✓	✓	✓	✓
Administrative support and a straightforward admission process (external communications department, administrators, etc.)	✓	✓	✓	✓
Studying in Europe (for non-EU students) (6)	✓	✓	✓	✓
Relatively low cost of studying in Europe (6)	✓	✓	✓	✓
A higher-quality academic experience (not just an 'exchange')	✗	✓	✓	✓
Practical projects with real companies in Latvia; employment as a condition, not a promise (6)	✗	✓	✓	✓
Stronger social integration with local students	✗	✓	✓	✓
A modern learning environment adapted to cultural differences	✗	✓	✓	✓
A portfolio or a specific outcome at the end of the term	✗	✓	✓	✓
A high-quality learning experience across all courses	✗	✓	✓	✓
A strong international identity – (RISEBA as a 'creative business hub')	✗	✓	✓	✓

Existing clients



8. Listeners

Who should our existing clients be?

- Those who are unsure which field of study to choose
- Working professionals with specific learning needs
- Willing to pay for specific value
- Short on time, looking for a flexible and quick solution
- Motivated by practical application
- With the potential to progress to a full-time programme

9. Participants in lifelong learning courses

- Working professionals with specific development needs
- With a clear short-term goal of acquiring specific skills
- Pay for results, not the process
- Willing to invest in themselves (either personally or through their employer)
- Digitally literate
- With the potential to continue their studies at university

10. Graduates

- Working professionals
- Open to networking and collaboration
- With the potential to get involved as mentors, guest lecturers or partners
- Open to learning and developing new skills
- With positive experiences and links to RISEBA

Existing clients' needs

Need	We serve	We would like to serve	Should be served	Target need
Access to specific courses without a full programme (8)	✓	✓	✓	✓
Flexible format (shorter, focused content) (8)	✓	✓	✓	✓
Opportunity to learn new skills in a short space of time (8, 9)	✓	✓	✓	✓
Practical, applicable content following the course or training programme (8, 9)	✗	✓	✓	✓
Interaction with lecturers and other professionals (8,9)	✓	✓	✓	✓
A comprehensive development pathway (rather than individual courses) (9)	✓	✓	✓	✓
Integration with other study programmes (8,9)	✓	✓	✓	✓
Higher-level skills developed across several courses (9)	✓	✓	✓	✓
Personalised learning opportunities for different levels (10)	✗	✓	✓	✓
Networking opportunities (events, peer-to-peer contacts) (10)	✗	✓	✓	✓
Alumni community, contacts and links with the university (10)	✓	✓	✓	✓
Opportunity to get involved as guest lecturers or mentors (10)	✓	✓	✓	✓
Exclusive courses and programmes for graduates	✗	✓	✓	✓
Long-term relationship model (10)	✗	✓	✓	✓

Existing clients

Customer segment	We serve	We would like to serve	Should be served	Target customers
4. Distance learning students	✓	✓	✓	✓
<i>Business and Management (BBP and BUV + MUV)</i>	✓	✓	✓	✓
5. International students (aged 18–30)	✓	✓	✓	✓
<i>Business and management</i>	✓	✓	✓	✓
<i>Architecture</i>	✓	✓	✓	✓
<i>Audiovisual and media arts</i>	✓	✓	✓	✓
Public Relations and Advertising Management	✓	✓	✓	✓
6. Incoming Erasmus+ exchange students	✓	✓	✓	✓
7. PhD students	✓	✓	✓	✓
8. Listeners	✗	✓	✓	✓
9. Participants in lifelong learning courses	✗	✓	✓	✓
10. Graduates	✓	✓	✓	✓

Future needs of key existing clients

	Young people (17–25)	Young professionals (25–35)	Industry professionals	Distance learning students	PhD students	International students
Main focus	Transition to work	Career development	Career acceleration	Flexible development	Academic/expert career	International experience + career
1	Getting your first job	Transition to a management role	Management and strategic skills	Structured learning pathway	Publications and research	International work experience
2	Practical experience (projects, companies)	Practical skills for work	Career change or promotion	High-quality studies	EU projects and research	Integration into the local and international environment
3	A clear career path	A clear next step in your career	Networking with high-level professionals	Flexibility + discipline	International academic network	Networking and contacts
4	International perspective	Business and management thinking	Business thinking and impact	Clear results at work	Career path after a PhD	Intercultural skills
5	Portfolio and work skills	Structured development	Personal image/positioning	Maintaining engagement	Integration into higher education/industry	Practical experience (projects, companies)

Future clients



1. B2B companies

- Growing companies in need of young professionals
- companies undergoing change
- companies willing to invest in their staff
- open to new experiences and experimentation

2. Digital nomads

- Career-oriented digital professionals
- Specialists working in international markets
- High value-added specialists
- Mobile professionals with a long-term development mindset

3. Blended-learning students

- Self-directed, but value face-to-face experience and contact with Lecturers
- Motivated by outcomes (skills, career), not just the process
- Working or part-time students
- Value time efficiency (studies must be meaningful)
- Open to combining different learning formats

4. Graduates of colleges and first-cycle professional higher education programmes

- Goal-oriented students with a clear career path
- With the ambition to broaden their career opportunities
- Professionals working in the sector without a bachelor's degree
- Highly motivated to obtain a bachelor's degree more quickly
- Aiming to strengthen their position in the job market

What is a digital nomad?

A digital nomad is someone who works remotely whilst living in or travelling between different countries or locations.

Key characteristics

- Work is entirely digital (computer + internet = workplace)
- No ties to a single location (can work from any country)
- Mobility as a way of life (travelling + work)
- Income from remote work or business (freelancer, employee, entrepreneur)

- Career-driven professional nomads or entrepreneur nomads (yes!)
- Lifestyle nomads (no), freelance nomads (partly)

The range of educational opportunities is limited: <https://www.unknown-universityas.com/digital-nomad-program>

Future clients

Customer segments	We wish to serve	Should be served	Target customers
B2B companies	✓	✓	✓
Digital nomads	✓	✓	✓
Hybrid students	✓	✓	✓
College students	✓	✓	✓

Future client needs – B2B companies

Need	We want to serve	Should be served	Target need
Development of staff competencies	✓	✓	✓
Attracting talent (interns, the opportunity to assess them whilst they are studying)	✓	✓	✓
Staff retention and development (including generational transition)	✓	✓	✓
Practical business solutions (student projects, case studies, expert consultations)	✓	✓	✓
New methods and knowledge (from research to practical application)	✓	✓	✓
Brand and reputation building (visibility amongst students, collaboration with the university)	✓	✓	✓

Future client needs – Digital nomads

Need	We want to serve	Should be served	Target need
Clarity on career direction and reaching the next level	✓	✓	✓
Development of business acumen	✓	✓	✓
Personal positioning and professional identity	✓	✓	✓
Ability to lead and work in a remote environment	✓	✓	✓
Structured, flexible learning	✓	✓	✓
Transition from self-employment to a structured career or business	✓	✓	✓
Business fundamentals and decision-making skills	✓	✓	✓
A structured development system in a chaotic lifestyle	✓	✓	✓
Strengthening professional identity	✓	✓	✓

Future clients' needs – hybrid students

Need	We want to serve	Should be served	Target need
Flexible study format (online + face-to-face)	✓	✓	✓
Access to digital materials and platforms	✓	✓	✓
Face-to-face lectures and the opportunity to meet lecturers	✓	✓	✓
A clear structure for each course	✓	✓	✓
Better integration between online and face-to-face learning (rather than two separate experiences)	✓	✓	✓
Time efficiency (less 'downtime')	✓	✓	✓
Design of the student experience (not just the format)	✓	✓	✓
High-level digital pedagogy	✓	✓	✓
Maintaining engagement	✓	✓	✓

Future customer needs – College students

Need	We want to serve	Should be served	Target need
Transparent transfer of credits from college to a bachelor's degree programme	✓	✓	✓
Quick and straightforward recognition of prior learning	✓	✓	✓
Advice and clear information on opportunities to continue your studies	✓	✓	✓
A shorter route to a bachelor's degree	✓	✓	✓
The opportunity to combine studies with professional work	✓	✓	✓
Flexible study timetable	✓	✓	✓
Development of academic and research skills	✓	✓	✓
Clear communication of career benefits			

Future clients'

future needs

	B2B companies	Digital nomads	Hybrid students	College students
Main need	Staff development and attracting new talent	Structured career progression	Flexible, high-quality studies	Clear career choices and work skills
1	Development of staff skills	Progression to the next career level	Clear study format (online / face-to-face)	Understanding of career direction
2	Attracting new talent (interns)	Business acumen and decision-making skills	An effective combination of online and face-to-face study	Practical experience during your studies (projects)
3	Practical solutions (student projects)	Ability to manage remote work	High-quality digital materials and lectures	Skills acquired that are sought after by employers
4	Up-to-date knowledge (AI, trends)	A clear professional identity	Clear course structure and requirements	Opportunities to secure a first job
5	Staff retention and development	Structured long-term development	Maintaining student engagement and motivation	A practical portfolio to show to employers

Market Gap

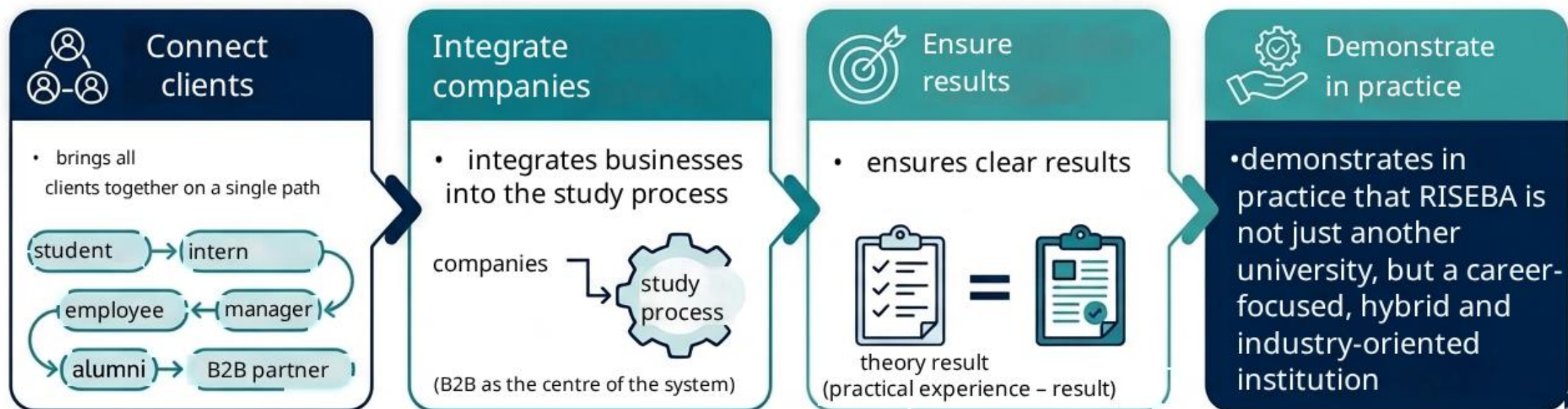
RISEBA provides the educational process, but the market demands career progression



- Education consists of theory or fragmented courses that are unrelated or only partially related to the processes taking place within organisations/companies
- Companies are looking for 'ready-made' professionals rather than developing them
- Students do not receive a clear career roadmap
- There is no system in place to facilitate the transition from studies to a career
- There is a fragmented range of study programmes rather than a unified system
- The quality of distance learning courses is inconsistent, depending on the teaching staff, but a unified quality standard is required in a hybrid environment

Strategic Focus

A career development ecosystem has been established in which...



RISEBA's opportunity is not to improve studies — but to integrate education, work and career into a single system.

SOCIAL

Social media is used as the primary means of engaging a wider audience and shaping the brand's voice. Content is tailored to the specific characteristics of each platform (Instagram, Facebook, LinkedIn), focusing on visual storytelling, current events and dynamic communication. Appropriate posts and formats are created for each segment (students, industry professionals, partners).

At present, our presence on LinkedIn and TikTok is underdeveloped. There are opportunities to work on niche channels, e.g. Reddit, Discord, etc.

WEB

The website serves as a central information hub, providing comprehensive, structured and reliable information. The content is optimised for various audiences – from potential visitors to industry professionals and the media – ensuring clear navigation and an appropriate level of detail for each user.

It is currently operating with high efficiency!

SEARCH

Search channels (SEO and paid search) are used to reach users with a specific interest or intent. Keywords, ad copy and landing pages are tailored to different search scenarios and audience segments to ensure maximum relevance and conversion.

Currently delivering high performance!

NEWSLETTERS

Email communication allows for a more direct and personalised relationship with the audience. Content is segmented (e.g. students, graduates, professionals, partners), ensuring up-to-date and targeted information. Alumni databases are also currently being actively utilised.

The potential is not being fully utilised across all audience segments!

PARTNERSHIPS

We are currently collaborating with various schools, making regular visits and working with careers centres and careers advisers.

In addition, there is potential to develop partnerships with various educational institutions, including colleges and distance-learning secondary schools, where we see potential for growth. This section also covers mentoring activities and the development of closer links with businesses and organisations.

EXHIBITIONS

A relatively narrow audience segment, but an effective channel. Exhibitions and in-person events provide a direct, immersive experience with the brand or content. Communication and exhibition content are tailored to the specific group of visitors, creating a targeted and engaging experience.

Channels

Customer segment	SOCIAL	WEB	SEARCH	NEWSLETTERS	Partnerships	Exhibitions
4. Distance learning students						
<i>Business and Management (BBP and BUW + MUV)</i>	✓	✓	✓	✗	●	✗
5. International students (aged 18–30)						
<i>Business and management</i>	✓	✓	●	✓	●	✓
<i>Architecture</i>	✓	✓	●	✓	●	✓
<i>Audiovisual Media Art</i>	✓	✓	●	✓	●	✓
Public Relations and Advertising Management	✓	✓	●	✓	●	✓
6. Incoming Erasmus+ exchange students	✓	✓	●	●		✗
7. PhD students	✓	✓	✓	✓	●	✗
8. Listeners	✓	✓	✓	✓	✓	✗
9. Participants in lifelong learning courses	●	●	●	●	●	✗
10. Graduates	✓	✓	✓	✓	✗	✗

Channels

Customer segment	SOCIAL	WEB	SEARCH	NEWSLETTERS	Partnerships	Exhibitions
1. Local young people with international ambitions (17–25) – DN						
<i>Business and management</i>	✓	✓	✓	✗	✓	✓
<i>Architecture</i>	✓	✓	✓	✗	✓	✓
<i>Public relations and advertising</i>	✓	✓	✓	✗	✓	✓
<i>Audiovisual media</i>	✓	✓	✓	✗	✓	✓
2. Local young professionals (23–35) – VN/MG						
<i>Business and management</i>	✓	✓	✓	⊙	⊙	✗
<i>Architecture</i>	✓	✓	✓	✓	✓	✗
<i>Public relations and advertising</i>	✓	✓	✓	⊙	⊙	✗
<i>Audiovisual media</i>	✓	✓	✓	✓	⊙	✗
3. Local industry professionals (25–40+) – VN/MG						
<i>Business and management</i>	✓	✓	✓	⊙	⊙	✗
<i>Architecture</i>	✓	✓	✓	✓	⊙	✗
<i>Public relations and advertising</i>	✓	✓	✓	⊙	⊙	✗

Our field of work –

https://miro.com/app/board/uXjVG0bQeHE=

KLIENTU ANALĪZE

