



where business meets art



PESTLIED Environmental Scan

RISEBA Strategy Review and Development Process

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Analysis results I

PESTLIED	FACTORS	IMPLICATIONS RISEBA
Policy – government stability, regulations governing the sector (education, science), and tax policies;	✓ Ongoing reforms in higher education and academic careers, IAP 2021–2027 sets the objective ‘Skills for the future, society for the future’ ✓ Tax policy and the budget deficit (a projected government deficit of 3–4 per cent of GDP for 2025–2027) limit the scope for a significant increase in public funding for higher education	➤ Quality management, accreditation and alignment with national policy priorities (digital skills, future skills, lifelong learning), ➤ Position oneself as an active partner in national science and innovation policy, by securing funding from EU Structural Funds and Horizon Europe ➤ and attract international students from Western Europe, the US, OECD countries and the UK.
Economic - growth rates, interest rates, inflation and unemployment levels;	➤ 2026 GDP forecast: 2.6%, inflation slightly above 3 per cent, 1.9 per cent in the Eurozone (Bank of Latvia), Eurobor ~2% ➤ A relatively stable price environment, though pressure on wage growth persists ➤ Companies are forced to boost productivity, digitise processes and seek out more highly qualified specialists	➤ Flexible learning formats (evening/online, micro-courses) to attract working professionals ➤ Focus should be placed on applied research on productivity, digitalisation, the economic impact of AI/automation, and business ecosystems in the Baltics
Social - cultural norms, attitudes and lifestyle changes;	✓ Education policy emphasises inclusion, lifelong learning and digital skills at all levels, creating public expectations for modern, flexible forms of learning ✓ There is a growing demand for distance and blended learning, as well as skills in the use of AI. ✓ Risks regarding young people’s motivation and mental health will increase; issues have been observed in the Faculty of Arts (Gen Z & A = consumer rights)	➤ Creating a student-centred learning process with a curator, mentoring, career support, psychological wellbeing and personalised learning ➤ Continuing to integrate art and creativity into business and technology programmes (multidimensional competences) ➤ Initiatives open to the public (conferences, forums, discussions) on future skills, AI and the creative economy, positioning RISEBA as a shaper of public opinion

Analysis results II

PESTLIED	FACTORS	IMPLICATIONS FOR RISEBA
Technological - emerging technologies, the impact of AI on education and science, automation, and R&D	➤ Rapidly developing, the use of generative AI in education is growing. RISEBA – the only university in Latvia with its own AI Lab ➤ Automation, data analytics and AI are fundamentally changing business models and the skills expected by employers	➤ The use of 3D and immersive AI learning technologies – experience-based case studies (see Avris.io), simulation solutions (e.g. the INTELIGENT project) ➤ AI and data analytics tools must be integrated at all levels (undergraduate to PhD), i.e. a course (on AI in business), a teaching tool ➤ Interdisciplinary programmes (business + technology + art/media) ➤ Development of consultancy services on digital transformation and AI implementation for businesses and the public sector, utilising student involvement
Legal – employment laws, safety regulations and consumer rights;	➤ The legal framework for education is being improved, including the legal framework and quality criteria for distance and digital learning ➤ Labour law and academic career reforms are setting new requirements for the recruitment, workload and performance appraisal of academic staff	➤ Lifelong learning provision is being developed based on the needs of society and the labour market, aligned with the academic qualifications framework. ➤ Requirements for the quality of studies and regulations governing the use of MI (aspects of academic integrity, data protection and copyright) ➤ Consumer rights and transparency, i.e. students' rights, ensuring fairness and informed choice ➤ Micro-qualifications and auditor certificates
International - cross-border business, internationalisation in education, international collaboration and research funding	✓ Latvia is focusing on developing international collaboration and the attraction of funding (Horizon Europe, other EU funds), whilst strengthening the internationalisation of research ✓ The international political context (regional security, migration) influences the flow of international students and the dynamics of partnerships in the Baltics	➤ The international student experience must be enhanced (exchange programmes, intercultural projects, etc.) ➤ It is necessary to expand participation in international rankings, which are currently focused on business; in particular, institutional participation in rankings should be developed as QS, Times Higher Education (THE) and U.S. News Open Science

Analysis results III

PESTLIED	FACTORS	IMPLICATIONS RISEBA
Environmental/Ecological I - sustainability, climate change, and environmental regulations;	✓ Latvian education policy documents include an emphasis on environmental and economic sustainability, including resource efficiency and climate awareness in the curriculum ✓ the EU's 'Green Deal' and climate targets require businesses and institutions to transition to sustainable business models, creating demand for expertise in sustainability and green finance	➤ Integrate horizontally into the course content, by mentioning it in the course description and incorporating elements of an inclusive society into each course. ➤ Research should be carried out into sustainable business, green innovation and sustainable development ➤ Projects with local authorities and businesses on sustainability, provide advice on these matters, propose solutions, etc.
Demographic – population growth, age distribution (including the demographic gap caused by a decline in the birth rate), and diversity.	✓ Latvia's population continues to decline (to around 1.85 million by 2025), with a significant ageing population and low birth rates (TFR around 1.4) ✓ The population decline and forecasts indicate that the birth rate will not increase significantly in the coming years; this creates a long-term 'demographic gap' ✓ These trends are intensifying competition for local students and increasing 'dependence' on attracting international students and lifelong learning	➤ The focus should be on two main streams: (1) international students (English-taught programmes, global marketing) (2) adult lifelong learning and reskilling (micro-qualifications, short courses)

Strategic directions and objectives

DIRECTION	TARGET RESULTS
1. International ecosystem	➤ Proportion of international students (currently 10–12 per cent, to be increased to X per cent) ➤ Number of programmes taught in English; increase the percentage of incoming students ➤ Strengthen international recognition, i.e. participation in rankings ➤ Number of dual degree/joint programmes
2. AI-ready University	➤ Proportion of courses using AI/digital tools (%) ➤ Revenue from AI/digital training (EUR) ➤ Proportion of lecturers with training in digital pedagogy (%)
3. Sustainable & Creative Impact Hub	➤ Proportion of programmes incorporating ESG/sustainability modules (%) (BIP Impact Lab, student projects) ➤ ‘Green’ campus KPIs (energy consumption, waste, CO₂) ➤ Develop sustainability skills among lecturers and students ➤ Strengthen cooperation with public authorities and businesses
4. Research-Integrated University	➤ Proportion of courses involving real-world research or contract projects (%) <i>Research-based learning</i> ➤ Number of publications in strategic areas ➤ Research funding secured (total, per 1 FTE) ➤ Collaboration with industry