Universitat Oberta de Catalunya

Where are we?
Where have we come from?
Where do we want to be?

01 **Where are we today?**

A systemic, global and inclusive UOC at risk of collapse due to a freeze on funding

02 **Where have we come from?**

A track record of providing an efficient service: evolution of economic and productivity indicators

03 **Where do we want to be?**

The opportunity for a competitive UOC for a digital and entrepreneurial Catalonia

01
Where are we today?

A systemic, global and inclusive UOC at risk of collapse due to a freeze on funding

Law 3/1995 of 6 April on the recognition of the Universitat Oberta de Catalunya

Preamble

"Following assessment of **the opportunity that studying at a distance learning university could provide for the education of many of the public**, the Government of Catalonia's **wish to facilitate access to university education to anyone** who is eligible for it according to regulations, **with no further restrictions than their own merits** and the responsible planning of the university system, warrants the decision to promote such access in Catalonia."

Approved by the Catalan Parliament with 135 votes in favour
Official Journal of the Government of Catalonia (DOGC) no. 2040 of 21 April 1995

The preamble of the Law justifies the use of the legal form of a foundation due to the special nature of distance learning, because it allows a flexible and agile operation, and an optimal use of resources.

The UOC is a systemic university

The one with the most students, and the first one to obtain institutional accreditation from the AQU (Catalan University Quality Assurance Agency)

Universitat Oberta de Catalunya
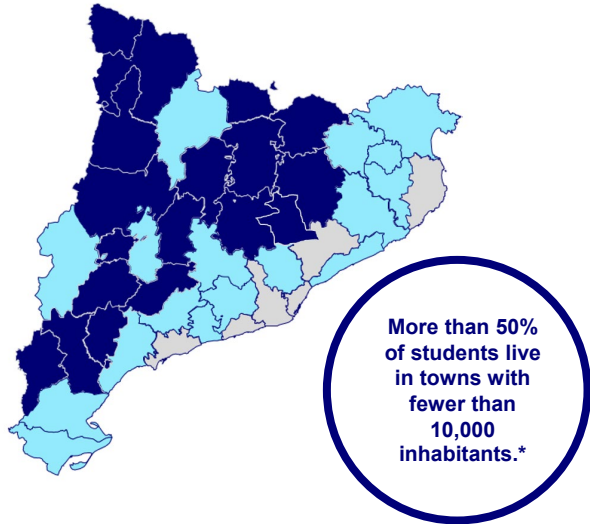
More than 7,300 UOC students living in Catalonia live in towns with fewer than 10,000 inhabitants.

More than 50% of students live in towns with fewer than 10,000 inhabitants.*

Between 20 and 50% of students live in towns with fewer than 10,000 inhabitants.*

Less than 20% of students live in towns with fewer than 10,000 inhabitants.*
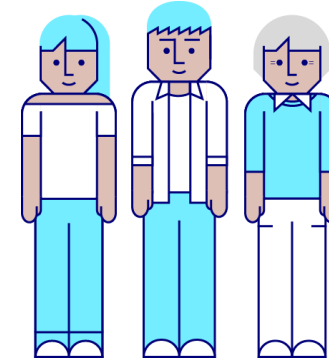
87,159 students

- **59%** women
- **41%** men
- **41%** aged 25 to 34
- **90%** studying and working

113,500 graduats i graduades

- **57%** women
- **43%** men
- **85%** would choose the UOC again
- **84%** would choose the same qualification again

28	bachelor's degrees
9	doctoral programmes
156	specialization diplomas and expert diplomas
96	continuous development programmes (seminars, professional training courses, profession-focused specializations and university courses)

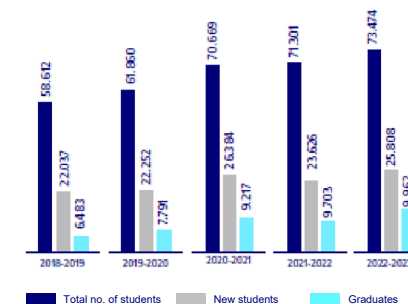|	
54	university master's degrees
76	lifelong learning master's degrees and postgraduate courses
69	language courses
2	university admission courses

Evolution of bachelor's and university master's degree students

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Total no. of students	58.612	61.060	70.669	71.301	73.474
New students	22.037	22.252	26.394	23.626	25.808
Graduates	6.483	7.791	9.217	9.703	9.962

Distribution of new students in official programmes by faculty

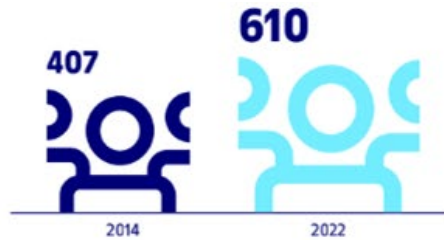| Faculties	Bachelor's	University master's
Arts and Humanities	1,142	1,020
Information and Communication Sciences	1,321	548
Health Sciences	–	1,198
Law and Political Science	2,484	1,409
Economics and Business	3,197	1,768
Comp. Sci., Multimedia and Telecomms	2,895	1,905
Psychology and Education Sciences	5,228	2,083
Total	**16,267**	**9,492**
Total number of new students on official programmes (academic year 2022/2023)		25,759

The UOC is a systemic university

With excellent results in research and scientific output, at the level of the most productive centres in similar fields

x area

network society

e-learning

digital health

ACT area
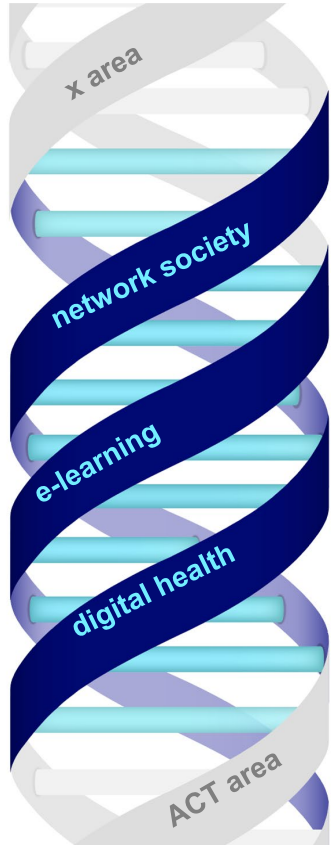
Teaching and research staff
Teaching and research staff, full-time research staff and research managers

407 — 2014
610 — 2022

Research articles
Number of indexed research articles

292 — 2014
587 — 2022

International collaboration

41 % — 2014
39 % — 2022

Patents

4 — 2014
25 — 2022

Research groups

46 — 2014
51 — 2022

Spin-offs

1 — 2014
2022
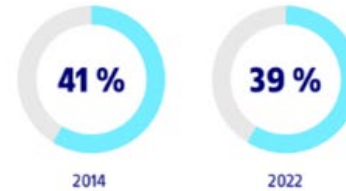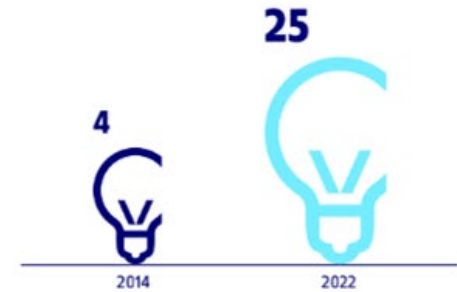
Research funding secured

More than 2,1 €m — 2014
9,45 €m — 2022

UOC — Universitat Oberta de Catalunya
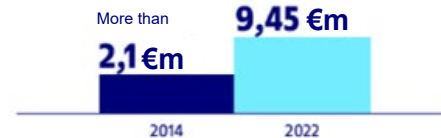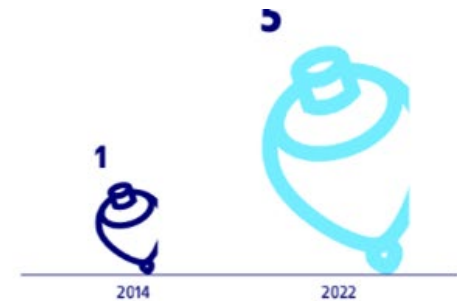
The UOC is a global university

that contributes to the internationalization of Catalonia and the democratization of higher education in the world

The UOC has enabled over 5,000 people living abroad to study within the Catalan university system since 2014.

3,100 UOC students study in Catalan outside Catalonia.

71% of these students live in Spain

29% of these students live elsewhere in the world

Its students span 132 countries on 5 continents.

52% in Catalonia

40% in the rest of Spain

8% in the rest of the world

The UOC is an inclusive university

That facilitates access to quality higher education for non-traditional groups

	Socio-demographic characteristics (as a %)						Admission options (as a %)		
	Women	Low family education level	Low socio-economic background	Foreign parents	Partnered or married	Children	University entrance examinations	Advanced-level vocational training (CFGS)	Other option
Online	58,3	27,6	11,3	9,5	61,8	27,9	25,1	35,6	39,3
On-site	63,9	17,8	8,7	14,9	33,0	1,6	83,8	10,3	5,9
Total	63,3	18,8	9,0	14,4	36,0	4,4	77,5	13,0	9,5

"Online universities provide **a second opportunity for people with less straightforward and lower socio-economic backgrounds**."

"**We must improve access** to all sources of funding, fostering alternatives to family finance, for the most socially disadvantaged."
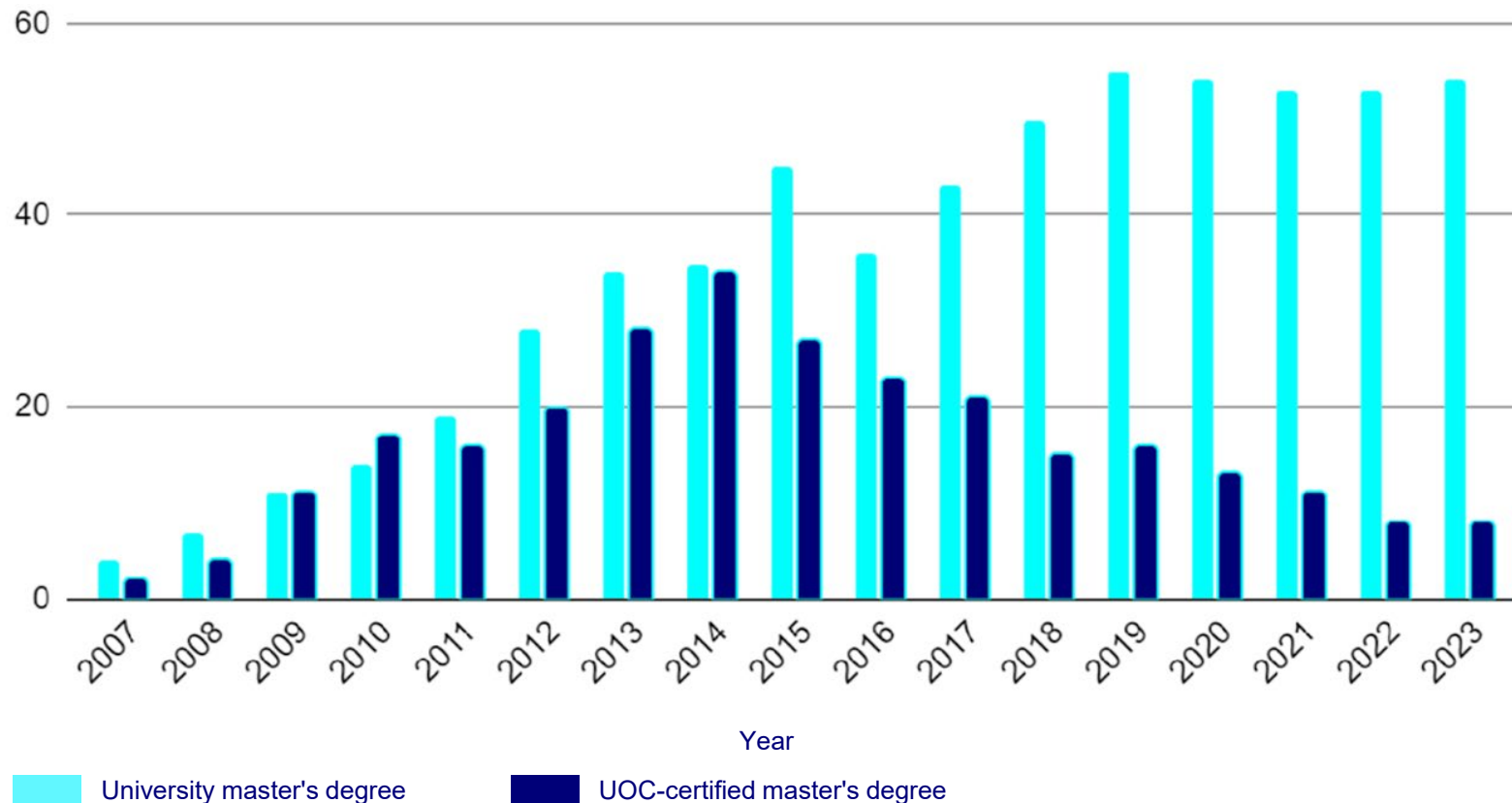
2,346

students with a disability of 33% or more (second university with the most students with disabilities in Spain)

UOC students account for **43% of all university students with a certified disability in Catalonia**.

The UOC is a university at risk

of loss of talent due to not being attractive enough in terms of remuneration and dedication of quality teaching

Chapter 1

The evolution of the average cost per FTE from 2014 to 2023 shows a **10% reduction in income updated to 2023.**
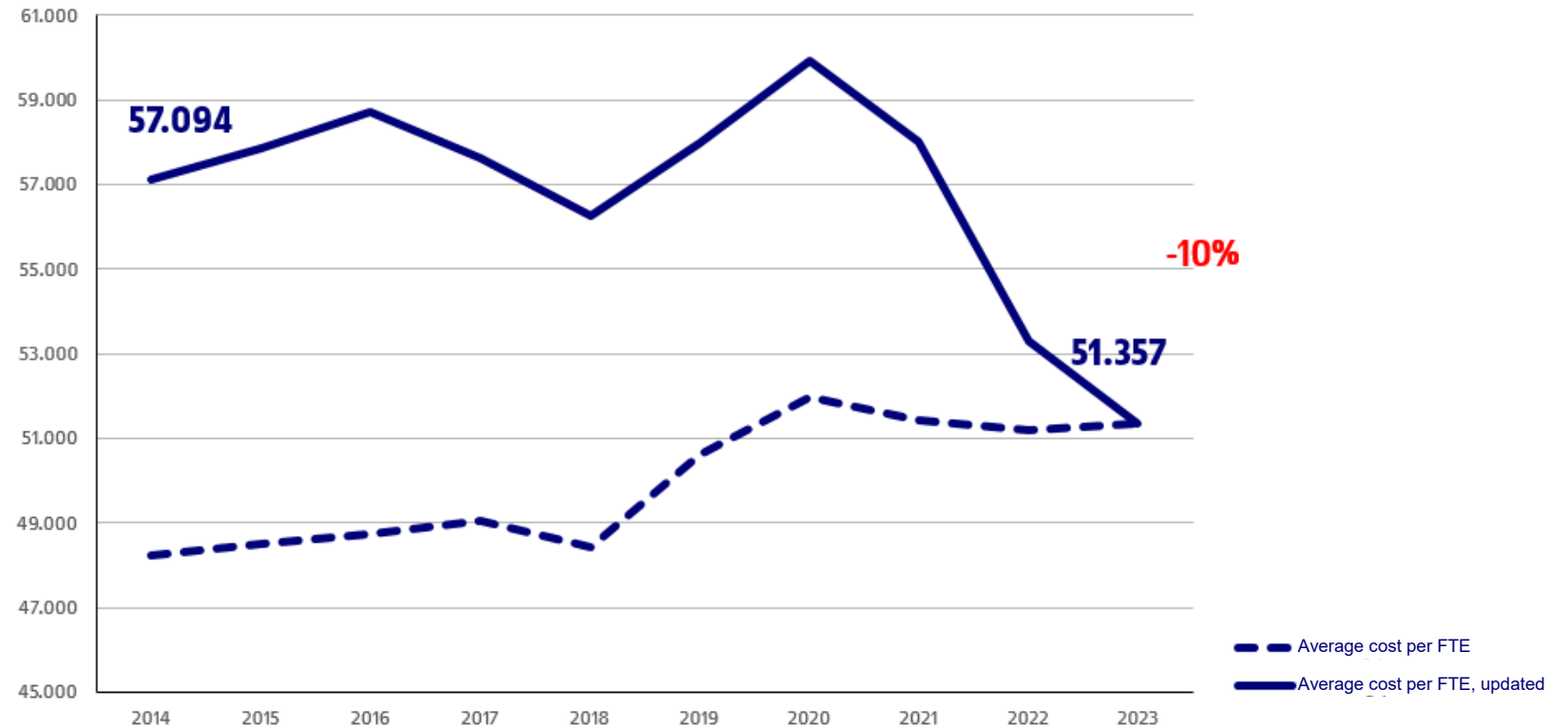
The impact for the UOC of bearing the cost (gross amount + social security cost) of a **salary increase similar to the one agreed for the public sector** in the minimum scenario and for the period 2022-2024 is **€8,816,168** (€3,019,503 – 2022/23; €4,105,503 – 2024). Currently, only **€400,000 of the 2022 result is available to compensate for the increase in inflation in a NON-consolidated format, and €2,000,000 consolidated for 2023.**

The UOC is a university at risk

of obsolescence due to being unable to maintain its unique technological competitiveness

To remain competitive, we want to **increase spending and investment in technology by up to 10% of income**
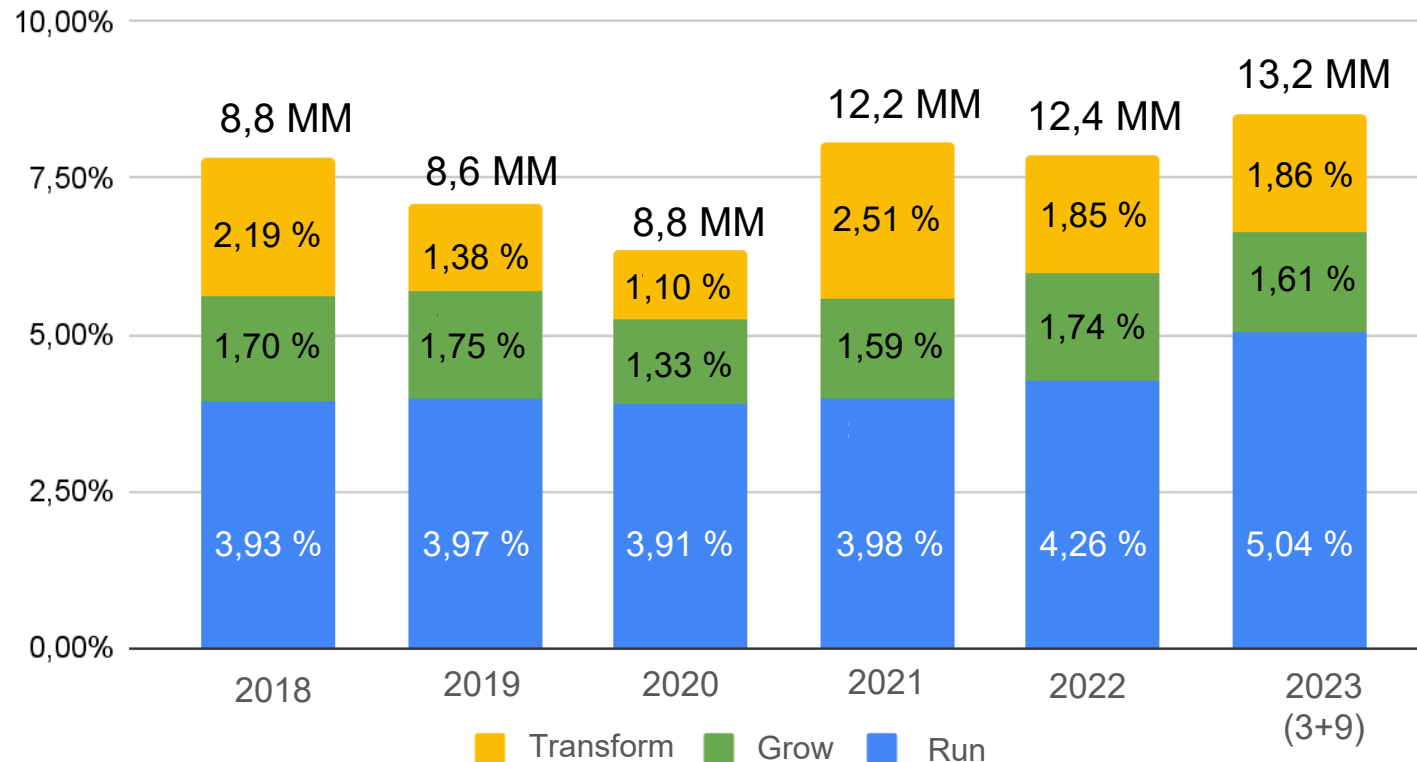
IT Spending

■ Run	2.9 %
Balanced	3.0 %
■ Transform	3.7 %

IT Spend as a % of Revenue
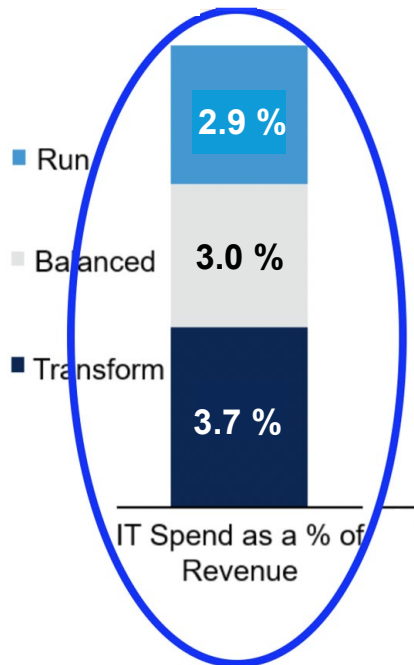
Source: Gartner (2021)
ID: 752516

The UOC's technological evolution is aligned with that of the **leading digital companies in the sector**.

IT budget implementation vs UOC income

Year	Transform	Grow	Run	Total
2018	2,19 %	1,70 %	3,93 %	8,8 MM
2019	1,38 %	1,75 %	3,97 %	8,6 MM
2020	1,10 %	1,33 %	3,91 %	8,8 MM
2021	2,51 %	1,59 %	3,98 %	12,2 MM
2022	1,85 %	1,74 %	4,26 %	12,4 MM
2023 (3+9)	1,86 %	1,61 %	5,04 %	13,2 MM

Legend: ■ Transform ■ Grow ■ Run

IDC Data & Analytics Solutions

El gasto en TI en España seguirá por encima del PIB impulsado por las inversiones en tecnologías emergentes

Cloud | Seguridad | IoT | AI

4.4%

● PIB España ● Inversión TI (excepto Telecomunicaciones y Servicios empresariale
Fuente: IDC Worldwide Black Book (22 de diciembre 2022)

Security, AI and academic administration are the areas where most of **the increase in investment and spending in technology** will be allocated over the next three years.

![UOC Universitat Oberta de Catalunya logo]

Current expenditure

2014 subsidy (current):
€25,206,730
(5,760 ECTS at €4,376/ECTS)
-
Theoretical subsidy in 2023:
€54,400,500
(10,500 ECTS at €5,181.18/ECTS)

Update to the value of the subsidy in accordance with its <u>current activity</u>

- Update to the enrolment-based subsidy for ECTS credits deployed (2014-2023): **€20,742,240**

  (10,500 ECTS in 2022 - 5,760 ECTS in 2014) * €4,376/ECTS in 2014)

Update to the value of the subsidy in accordance with <u>2023 prices</u>

- Update to the enrolment-based subsidy in accordance with CPI-adjusted current prices (2014-2023): **€8,452,500**

  (€4,376/ECTS in 2014 * (0.184% CPI)) * 10,500 ECTS in 2022

Total deficit 29,149,740

Investment

2014 subsidy (current):
€4,544,640
(5,760 ECTS at €789/ECTS)
-
Theoretical subsidy in 2023: €9,807,000
(10,500 ECTS at €934/ECTS)

Update to the value of the subsidy in accordance with its <u>current activity</u>

- Update to the enrolment-based subsidy in accordance with ECTS credits deployed (2014-2023): **€3,739,860**

  (10,500 ECTS in 2022 - 5,760 ECTS in 2014) * €789/ECTS in 2014

Update to the value of the subsidy in accordance with <u>2023 prices</u>

- Update to the investment subsidy in accordance with CPI-adjusted current prices (2014-2023): **€1,522,500**

  (€789/ECTS in 2014 * (1.184% CPI)) * 10,500 ECTS in 2022

Total deficit 5,262,360

The simple update of the subsidy received by the UOC to cover its operating expenses in accordance with the increase in the CPI (18.4% in the period 2014-2023) (without taking into account the increase in activity) has an impact of €5,474,735

Other background aspects

- The undefined nature of the UOC's legal situation and the lack of recognition of its unique status have led to **contradictions that hinder the performance of our mandate**. (We originate from the CSUC (Catalan University Service Consortium) but are subject to the Law on Public Procurement (LCSP); we do not have access to public sources of funding but must apply public prices).

- The plans to stabilize and adapt the UOC to the new provisions of the LOSU (Organic Law on the University System) are a subsidized opportunity to attract and stabilize talent from public universities, but they also pose a **risk of loss of academic competitiveness** for the UOC.

- In a university where technological infrastructures are crucial and at the same time unique in order to carry out its activity with maximum efficiency, lack of access to the same infrastructures accelerates the **risk of technological obsolescence.**

- Faced with a scenario of falling university fees, **the UOC has no room for manoeuvre to balance its financial structure**.
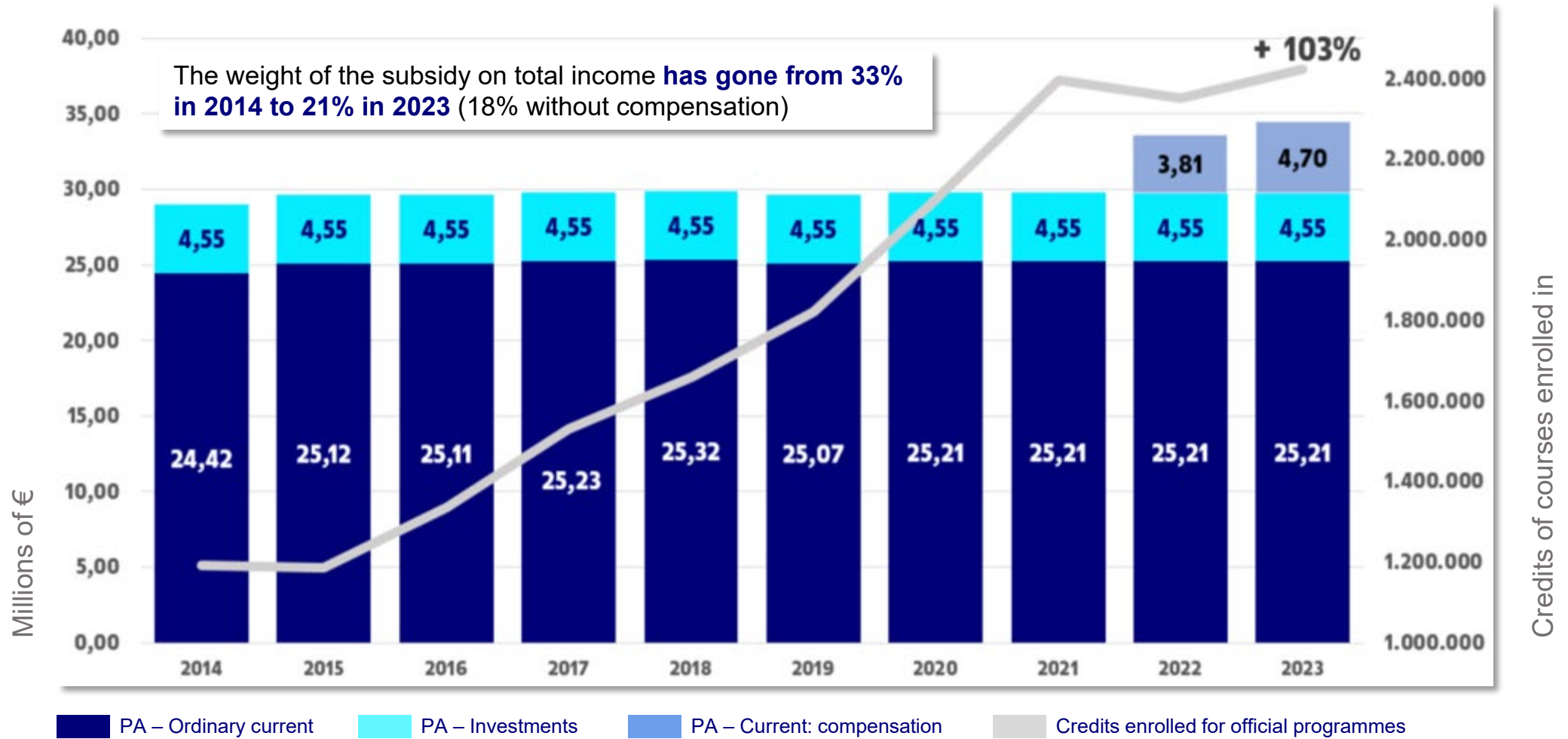
In a <u>context of digital and ecological transition</u> with a huge need for <u>lifelong learning</u>, the UOC needs a political will that gives it its own legal and economic framework to maximize its <u>public function and vocation to serve Catalonia.</u>

02
Where have we come from?

A track record of providing an efficient service: evolution of the main economic and productivity indicators

Programme agreement and credits of courses enrolled in under official programmes – 2014-2023

The weight of the subsidy on total income **has gone from 33% in 2014 to 21% in 2023** (18% without compensation)

+ 103%

Legend:
- PA – Ordinary current
- PA – Investments
- PA – Current: compensation
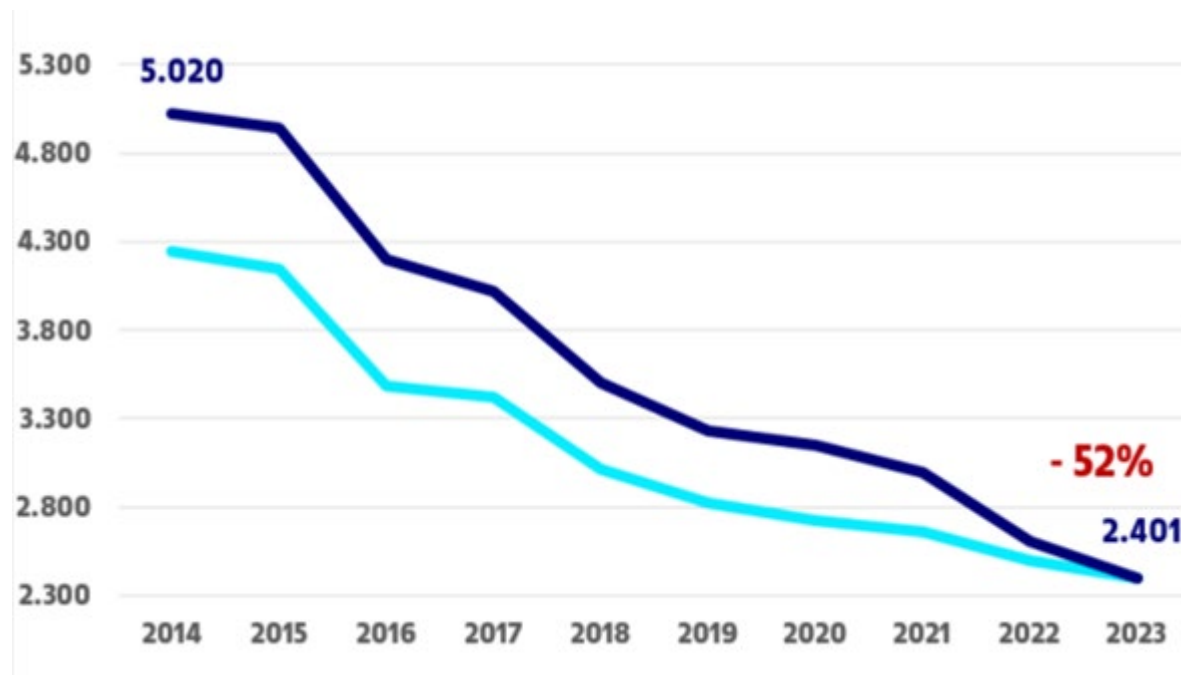- Credits enrolled for official programmes

PA – Current compensation: This compensates for the increase in costs linked to the change of adjunct instructors model and the reduction in the price of official programmes

Values by year (PA – Investments / PA – Ordinary current):
- 2014: 4,55 / 24,42
- 2015: 4,55 / 25,12
- 2016: 4,55 / 25,11
- 2017: 4,55 / 25,23
- 2018: 4,55 / 25,32
- 2019: 4,55 / 25,07
- 2020: 4,55 / 25,21
- 2021: 4,55 / 25,21
- 2022: 3,81 / 4,55 / 25,21
- 2023: 4,70 / 4,55 / 25,21

Millions of €
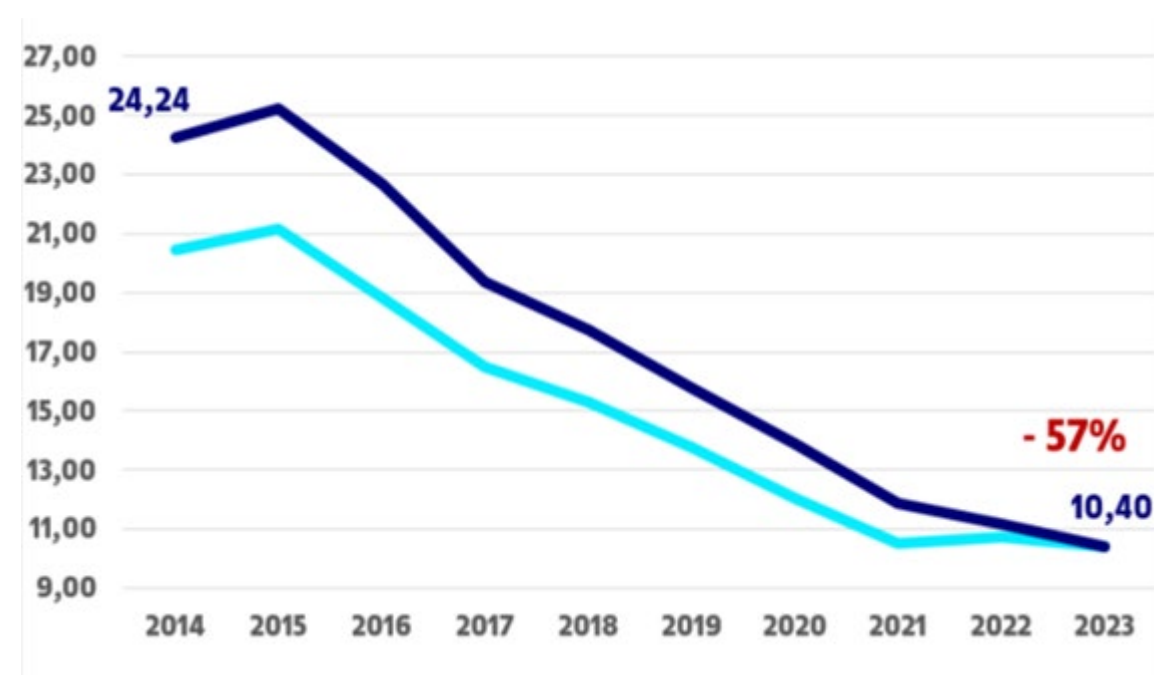
Credits of courses enrolled in

Growth in volume of activity, expenses and staff 2014-2023

The size of the UOC's staff and overheads grew in this period by **half** of the total increase in credits of courses enrolled in and **a quarter of the growth** in R&I project activity, while **maintaining quality levels**.

Volume of activity

| R&I: Projects (income) 5.1 | 2023: 5.1 M | **193%** |
| TEACHING: Credits enrolled | 2023: 2,585,506 | **100%** |

Expenses

STAFF + SUPPLIER COSTS	2023: 103 M 64% of total	**78%**
STAFF + SUPPLIER COSTS: UPDATED 2014 VALUE		**50%**
CREDIT VARIABLES	2023: 43.7 27% of total	**109%**
NON-DEDUCTIBLE VAT	2023: 6.2M 4% of total	**114%**
R&I PROJECT VARIABLES	2023: 4.7M 3% of total	**198%**
AMORT. SELF-FUNDED INVESTMENTS	2023: 3.8M 2 % of total	

Staff

| FTE OVERHEADS (without change of model) | 2023: 1,129 | **49%** |

0%   50%   100%   150%   200%   250%

Universitat Oberta de Catalunya

Investments and investment programme agreement
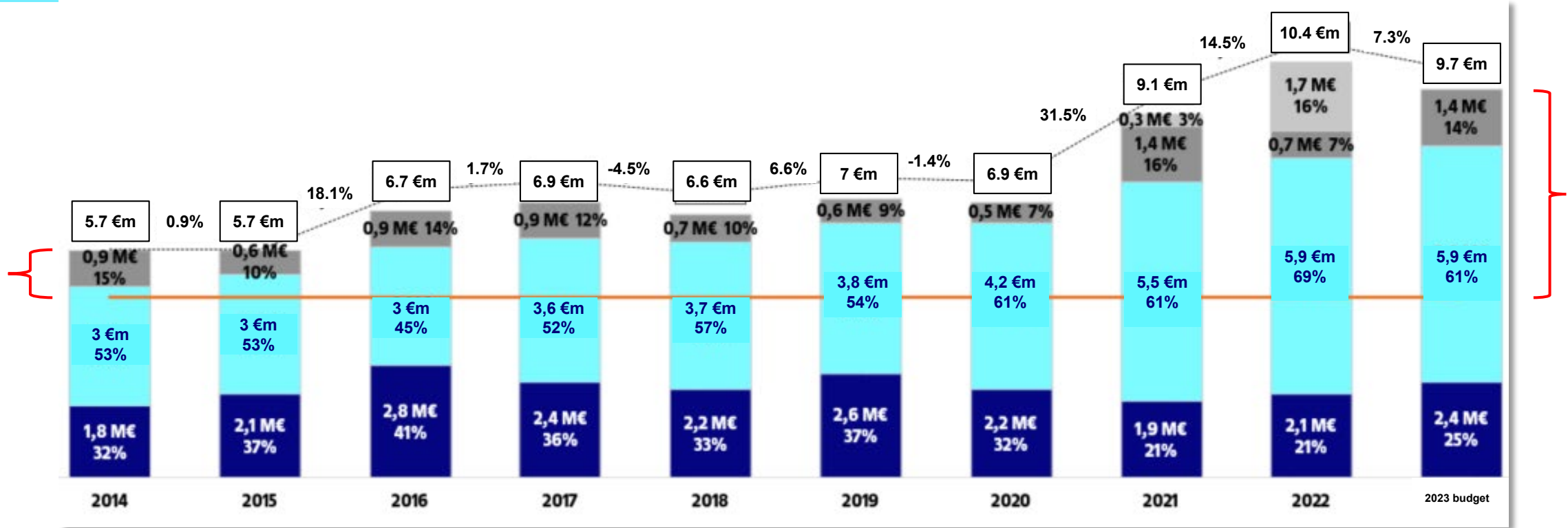
| | PROPRIETARY TEACHING MATERIALS | | TECHNOLOGY INVESTMENTS | | OTHER INVESTMENTS |
| ONE-OFF PROJECT INVESTMENTS | | | PROGRAMME AGREEMENT: INVESTMENT FUNDING | | |

	2014	2015	2016	2017	2018	2019	2021	2022	2023 budget	TOTAL
INV. NO FINANÇ.C.PRO GR.	1.1 €m	1.2 €m	2.2 €m	2.3 €m	2 €m	2.4 €m	4.5 €m	5.8 €m	5.2 €m	29.1 €m
AMORTITZ. NO FINANÇ.	0.1 €m	0.1 €m	0.2 €m	0.5 €m	1 €m	2.1 €m	3.2 €m	3.3 €m	3.8 €m	16.8 €m

Compared income figures

	Budget for 2022	Subsidy from Government of Catalonia	%	Students	Budget/student	Subsidy/student
UB	443,651,220	265,690,000	59.9	39,954	11,104	6,650
UAB	345,843,784	202,593,279	58.6	28,093	12,311	7,212
UPC	317,312,160	179,211,085	56.5	21,108	15,033	8,490
UPF	157,861,202	76,782,544	48.6	11,151	14,157	6,886
URV	116,798,515	83,933,547	71.9	10,576	11,044	7,936
UdG	106,636,989	68,460,102	64.2	12,419	8,587	5,513
UdL	97,275,000	62,800,000	64.6	8,739	11,131	7,186
UOC	158,242,361	35,500,000	22.4	32,319(*)	4,896	1,098
UVic	49,103,047	10,300,000	21	6,620	7,417	1,556
URL	133,643,802	-		14,438	9,256	-

(*) Equivalent full-time students: **71,301 unique official programme students in academic year 2020/2021**

Income from public subsidies received

Universitat Oberta de Catalunya — UOC

University	Subsidy income	Other income	Budget for 2022
Universitat de Barcelona, UB	266 M / 60 %	178 M / 40 %	444 M
Universitat Autònoma de Barcelona, UAB	203 M / 59 %	143 M / 41 %	346 M
Universitat Politècnica de Catalunya, UPC	179 M / 57 %	138 M / 43 %	317 M
Pompeu Fabra University, UPF	77 M / 49 %	81 M / 51 %	158 M
Universitat Rovira i Virgili, URV	84 M / 72 %	33 M / 28 %	117 M
University of Girona, UdG	69 M / 64 %	38 M / 36 %	107 M
University of Lleida, UdL	63 M / 65 %	34 M / 35 %	97 M
Universitat Oberta de Catalunya, UOC	35 M / 22 %	123 M / 78 %	158 M
University of Vic – Central University of Catalonia, UVic-CC	10 M / 21 %	39 M / 79 %	49 M
Universidad Nacional de Educación a Distancia, UNED	117 M / 44 %	151 M / 56 %	268 M
Open University (UK)	131 M / 28 %	343 M / 72 %	474 M
Open Universiteit (NL)	59 M / 73 %	21 M / 27 %	80 M
FernUniversität in Hagen (DE)	76 M / 78 %	22 M / 22 %	98 M

Figures in millions of € (millions of £ for the UK's Open University)

03
Where do we want to be?

The opportunity for a competitive UOC for an inclusive, digital and entrepreneurial Catalonia

Continuing education is a priority on political agendas

And Catalonia has the UOC to ensure it is high-quality, inclusive, scalable and leads to employment

Future **Future**

Future

Present

Future

Future

Past
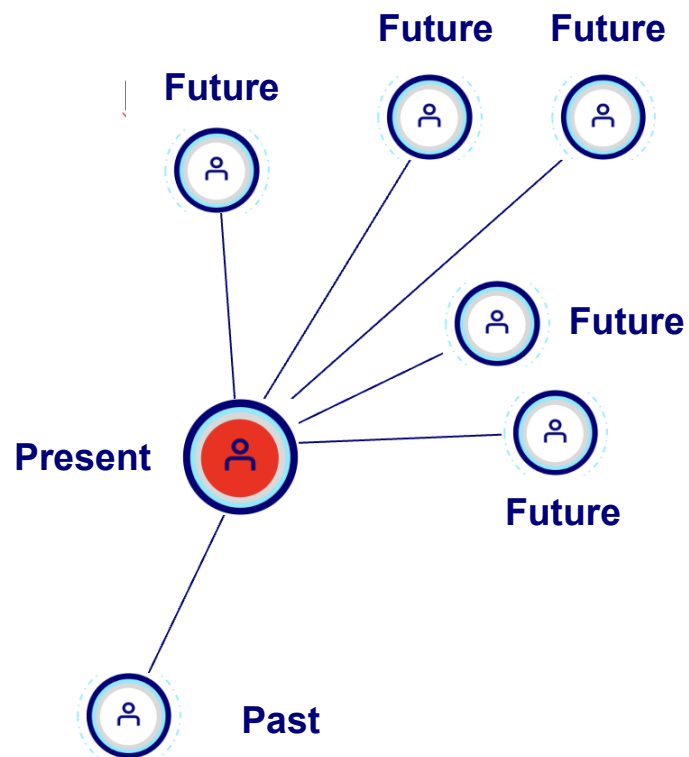
- Challenge: "To design and implement a **system of continuous higher education to address current social needs**, carry out business innovation and reduce the digital divide while promoting competency-based learning."

  Catalan Agreement on the Knowledge Society

- "Designing, together with all stakeholders, a new higher education model:
  - Promoting dual programmes in university degrees
  - Promoting profession-focused campuses and bachelor's degrees
  - Promoting **continuous and occupational training** at **a higher level**"

  Government of Catalonia Plan – September 2021

- "This organic law includes **lifelong learning as an essential dimension of the university's teaching function**. Formulas for transfer and connection between higher vocational training and the university at the service of the professional and personal updating processes for the population as a whole are also established." *LOSU*

The traceability of a public mandate renewed in April 2023
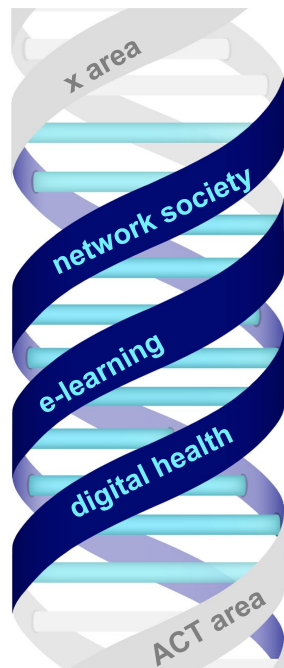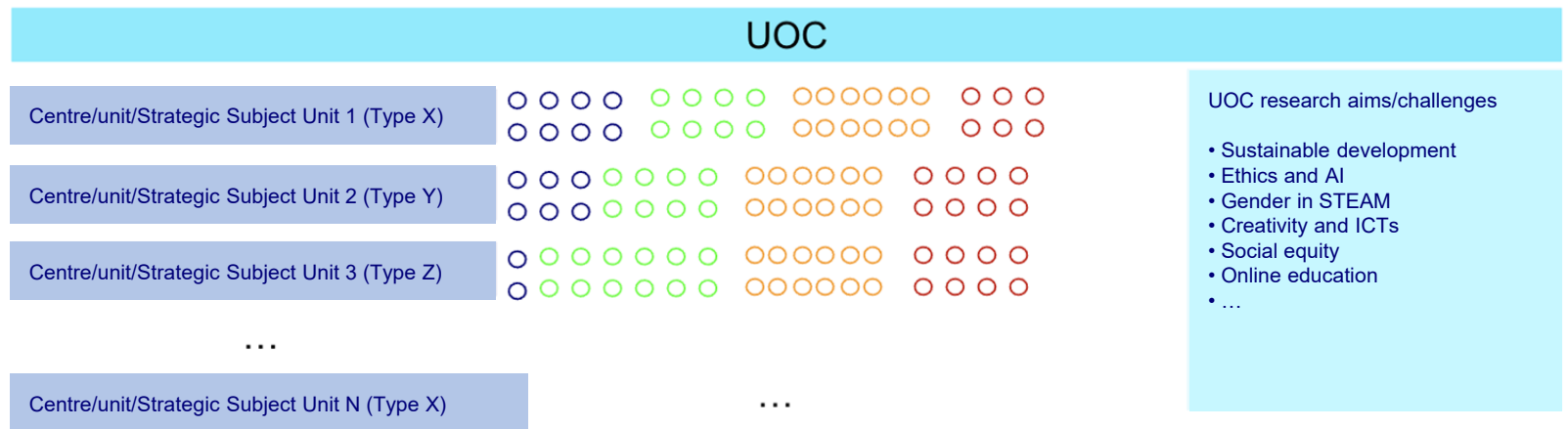
From context to impact, through action

The research ecosystem to understand and change the world

- Transdisciplinarity
- Securing funding
- Personal promotion
- Link to teaching
- Open Science

A complex economic and social context

Scientific and technological advances

The role of the UOC

Technology to improve the education programmes available

- Roll-out LMS/Gaudí
- Progess with data project
- Tools to improve competencies

Alliances to consolidate a systemic proposal

- OpenEU
- Link to public and private stakeholders

Benchmark **educational model** that innovates and is a pioneer in the pedagogical integration of technologies

Motivated academic team that strives to ensure the quality of teaching and research without obstacles

Development of an open, continuous, shared, personalized and supported **portfolio**

Entrepreneurial university that is able to combine the ability to "exploit" with the ability to "explore"

Simpler **organizational model** based on self-management, trust and accountability

New way of working that promotes well-being and encourages engagement

More public funding in recognition of the UOC's capabilities

More diversified **funding structure** to maximize impact and sustainability

More efficient process **management** that is data-based and based on greater digitalization and agility

Ten challenges for a fully inclusive UOC
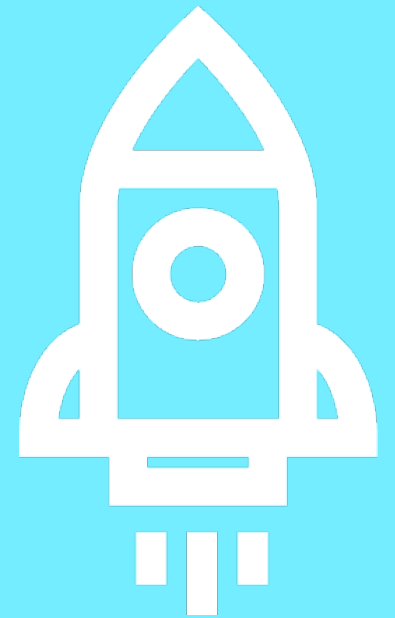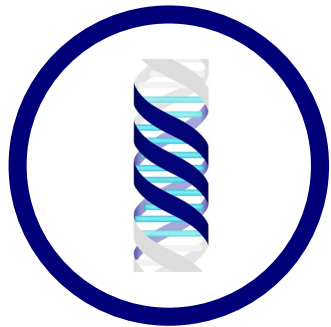
The research ecosystem to understand and change the world

- **Challenge 1: To reorganize research into multidisciplinary and permeable units** that are aligned with society's great challenges and improve the individual and collective competitiveness of all academic activity at the UOC: research, teaching, knowledge transfer and culture.

Proposal for research units at the UOC

UOC

| Centre/unit/Strategic Subject Unit 1 (Type X) |
| Centre/unit/Strategic Subject Unit 2 (Type Y) |
| Centre/unit/Strategic Subject Unit 3 (Type Z) |
| … |
| Centre/unit/Strategic Subject Unit N (Type X) |

UOC research aims/challenges

- Sustainable development
- Ethics and AI
- Gender in STEAM
- Creativity and ICTs
- Social equity
- Online education
- …

○ Researcher with experience A
○ Researcher with experience B
○ Researcher with experience C
○ Researcher with experience D

- Strengthening and permeating the UOC's research strategy.
- Improving efficiency and the distribution of resources, promoting competitiveness.
- Optimizing adaptation to evolving topics linked to major planetary challenges.
- Creating equal and competitive opportunities in different fields and for different profiles.
- Establishing ways to attract and stabilize research talent in the field of teaching.
- Reinforcing the research effect in teaching by promoting a virtuous circle.

The research ecosystem to understand and change the world

- **Challenge 2: To create the Lifelong Learning Living Lab L5: an educational learning laboratory designed to push the boundaries of lifelong learning through the strategic application of the analysis of learning and the opportunities provided by artificial intelligence.**
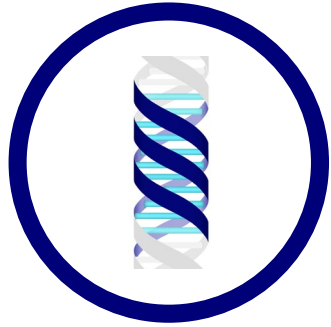
This project appears as a unique infrastructure in Catalonia for Europe and the world. It seeks to be a beacon of innovation, collaboration and transformative education open to the education community, governments and technological institutions with the aim of shaping educational paths for future generations.

LIFELONG LEARNING LIVING LAB

Nurturing a Lifelong Learning through an Innovative Education Living Lab

(L^5)

Technology to improve the education programmes available

- **Challenge 3: To reduce drop-out** rates by applying data analysis to monitor and integrate present and future students' consumption habits and preferences.

- **Challenge 4: To increase student satisfaction and productivity** by integrating the potential of artificial intelligence **for the personalization** of learning in the **new learning environment.**

- **Challenge 5: To make the design of pathways more flexible**, implementing the **new** academic management system to facilitate the construction of student pathways.

- **Challenge 6: To empower students** to recognize, manage and share the development of their competencies by linking them to the labour market.

- **Challenge 7: To evolve learning resources** to promote immersive learning experiences that can be monitored.

Ethical and secure digital environment

- **Challenge 3:** Reduction in the drop-out rate

All academic activity by students should be monitored and analysed to ensure their sustained progress.

UOC Labs

uoc.edu

Una mujer trabaja con su ordenador en la sede de la UOC de Barcelona. / MASSIMILIANO MINOCRI

La Oberta de Catalunya, de enseñanza a distancia, crea un modelo basado en algoritmos para incentivar a sus estudiantes a completar con éxito sus carreras

IA para detectar el riesgo de suspenso y abandono en la universidad

do? ¿Cuando no entrega la prim ra actividad? ¿La segunda? Pu de ser demasiado tarde". Y pa eso han creado PDAR. "Con e sistema el profesorado tiene cierto margen de reacción sob lo que ocurre o va a ocurrir. E pezamos con modelos que inte taban predecir la posibilidad suspender la asignatura y term namos con un modelo especif sobre el abandono".

Base de datos
Al principio usaban un juego la posibilidad de no aprobar u asignatura si no se entregaba primera actividad y tenían cuenta sus resultados de las pru bas de evaluación continua marcha. Para ello construye una base con datos de las calific ciones de antiguos alumnos an nimizados con la que entrenar modelos de aprendizaje automá co. Y para mejorar su eficacia, joraron el modelo teniendo cuenta otros datos antiguos: era un nuevo alumno, si se hab matriculado ya en la materia, expediente académico y el núm ro de asignaturas a las que se h bía matriculado (algo deter nante). Pero el sistema se que ba corto porque esta monitori ción se limitaba a tres o cuat momentos precisos de entrega trabajos y la ayudaba podía lle tarde.
Con el algoritmo de PDAR afina más, se monitoriza cada y se tiene en cuenta además datos del perfil del alumno cuestión, su rendimiento dent del curso y su implicación en vida universitaria a través d clics y otras acciones diari "Empezamos a ver cuando ent ban en los tablones, en los foro para inferir un poco la intera ción dentro del aula", prosig Guerrero.

- **Challenge 3:** Reduction in the drop-out rate

All academic activity by students should be monitored and analysed to ensure their sustained progress.

- **Challenge 4:** Personalization of learning

All teaching staff and students should be competent, aware and responsible in the use of artificial intelligence tools.

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- **Challenge 5:** Flexibility of pathways

All programmes should be traceable, stackable and recognizable.

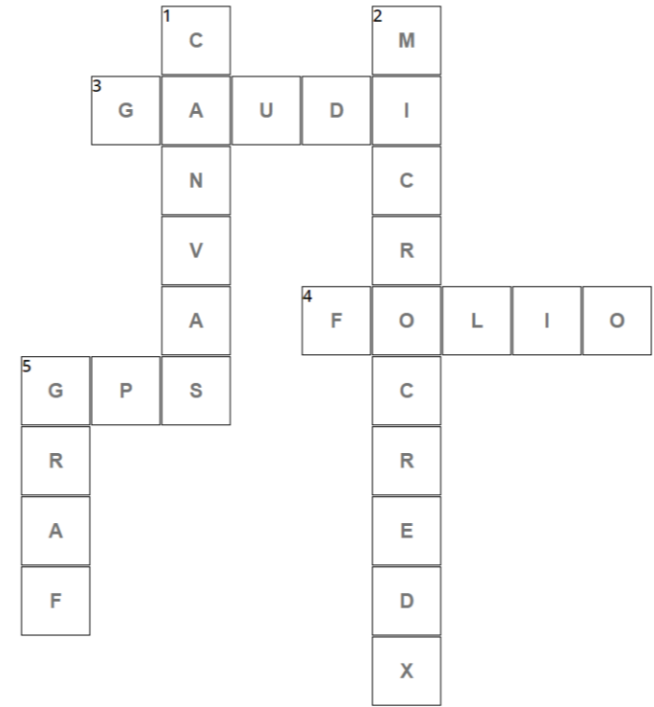Trazabilidad de la oferta: itinerarios potenciales de los estudiantes
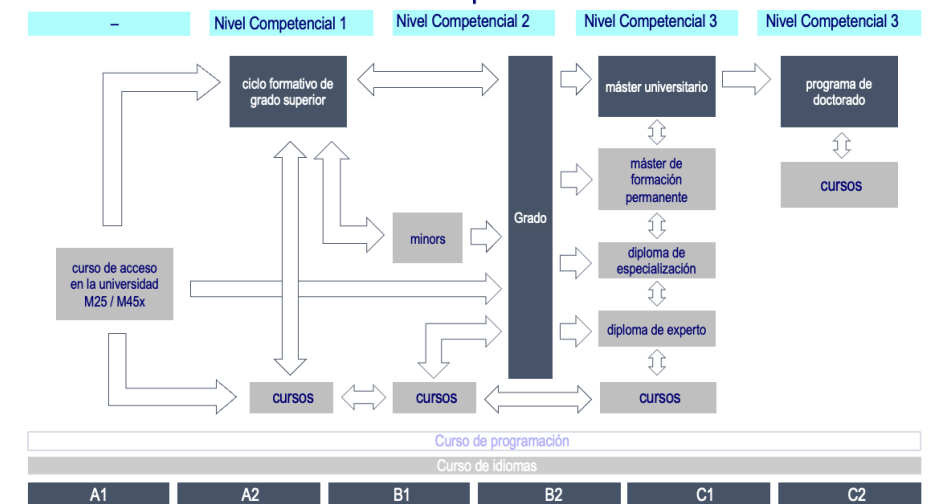
- **Challenge 3:** Reduction in the drop-out rate

- **Challenge 4:** Personalization of learning

- **Challenge 5:** Flexibility of pathways

- **Challenge 6:** Self-management of learning outcomes

Crossword:
- 1 Down: CGNVAF / GANVA...
- 3 Across: GAUDI
- 2 Down: MICRCOCREDX
- 4 Across: FOLIO
- 5 Across: GPS

{#} The Insígnia Project

UNIVERSIDADES

La UOC implementa la IA para adecuar su oferta académica a las exigencias del mercado laboral

• Actualizar la formación, ofrecer nuevas ofertas y renovar algunas asignaturas son las principales acciones que llevan a cabo los responsables de cada programa universitario a través del uso de este instrumento

All learning outcomes should be linked to the labour market **and managed by students who are aware** of the value of the competencies acquired.

- **Challenge 3:** Reduction in the drop-out rate

- **Challenge 4:** Personalization of learning

- **Challenge 5:** Flexibility of pathways

- **Challenge 6:** Self-management of learning outcomes

- **Challenge 7:** Immersive experiences

The UOC's new research hub has eight specialist labs in a collaborative and interdisciplinary environment

All learning resources should be adapted to students' needs and preferences and at the service of relevant learning experiences.

- **Challenge 3:** Reduction in the drop-out rate

All academic activity by students should be monitored and analysed to ensure their sustained progress.

- **Challenge 4:** Personalization of learning

All teaching staff and students should be competent, aware and responsible in the use of artificial intelligence tools.

- **Challenge 5:** Flexibility of pathways

All degrees should be traceable, stackable and recognizable.

- **Challenge 6:** Self-management of learning outcomes

All learning outcomes should be linked to the labour market **and managed by students who are aware** of the value of the competencies acquired.
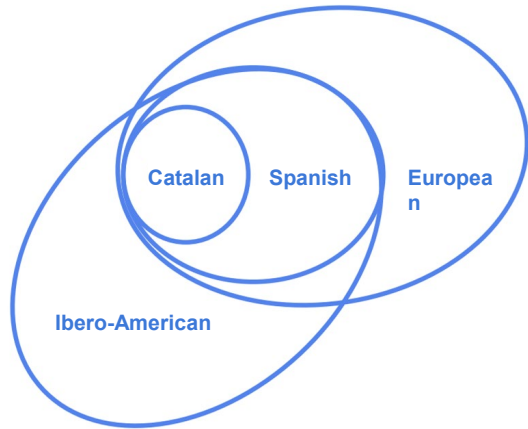
- **Challenge 7:** Immersive experiences

All learning resources should be adapted to students' needs and preferences and at the service of relevant learning experiences.
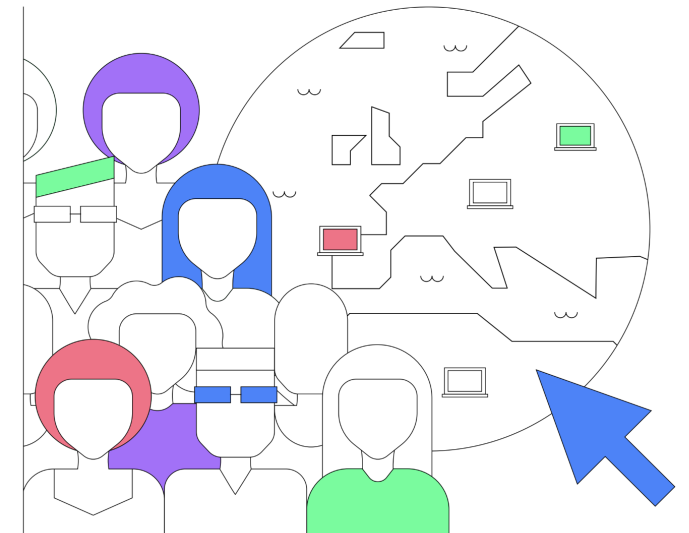
Alliances to consolidate a systemic proposal

- **Challenge 8: To coordinate the European OpenEU Alliance as the first pan-European open university to address the three main challenges of the European Higher Education Area: digital transformation, inclusion and equity, and lifelong learning.**

Catalan   Spanish   European

Ibero-American

Bifröst University

FernUniversität in Hagen

Eurocities

EEA

Brightlands

IAU

EADTU

Open Universiteit

SECARTYS

Universitat Oberta de Catalunya

UNIMED

Universidade Aberta

Universidad Nacional y Educación a Distancia
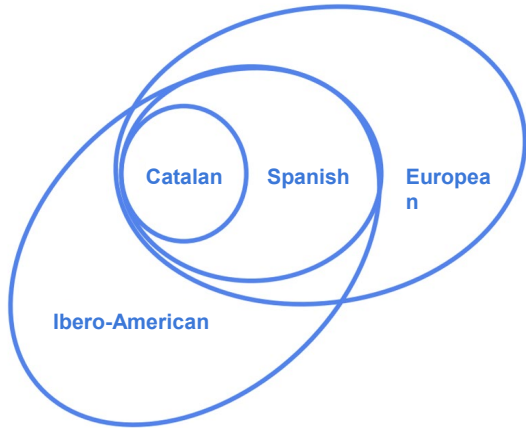
Our members

Associated partners

The learner-centred, inclusive, digital and green Open European University for the strengthening of the European Higher Education Area

Joint Mission Statement

January 2023

Universitat Oberta de Catalunya

**Alliances to consolidate a systemic proposal**

- **Challenge 9: To strengthen the network of alliances with the higher education system in Latin America in order to promote the deployment of online teaching to increase higher education access and coverage and make Catalonia a world leader in quality and transformative lifelong education**
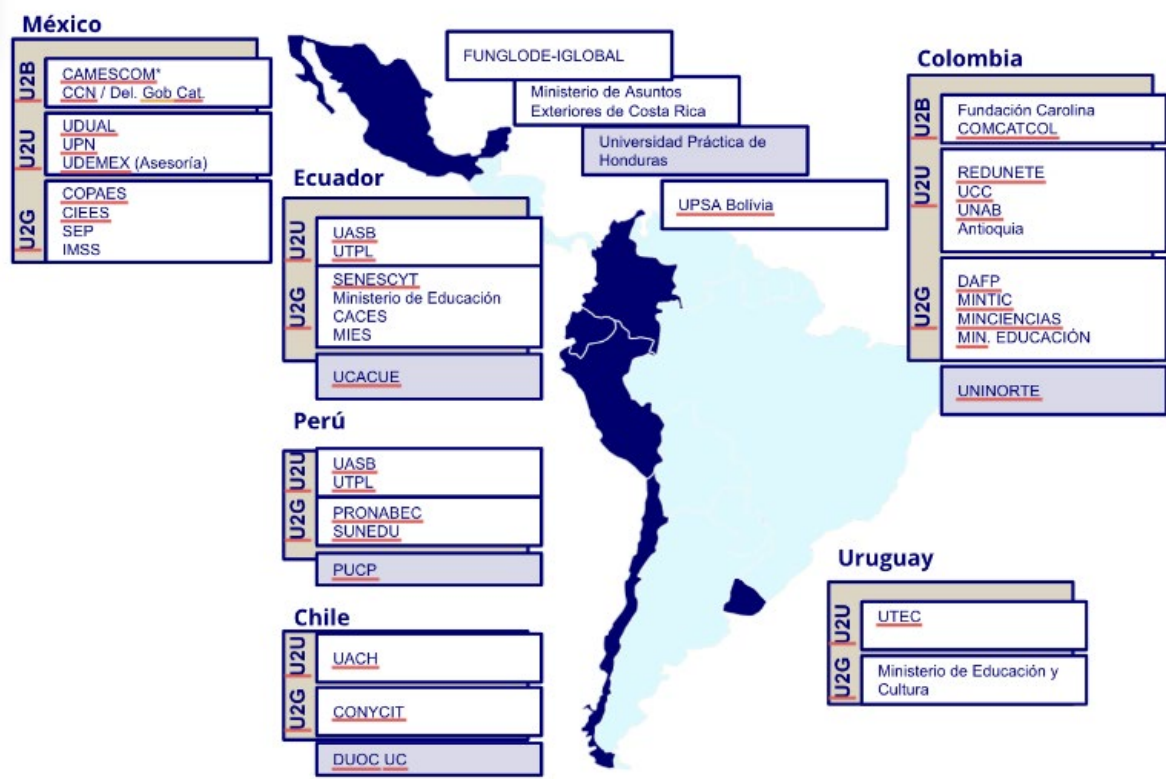
Alliances to consolidate a systemic proposal

- **Challenge 10: To collaborate with the ecosystem of public and private stakeholders in Catalonia to develop training initiatives aimed at providing quality employment opportunities for people, and boosting and transforming Catalonia**
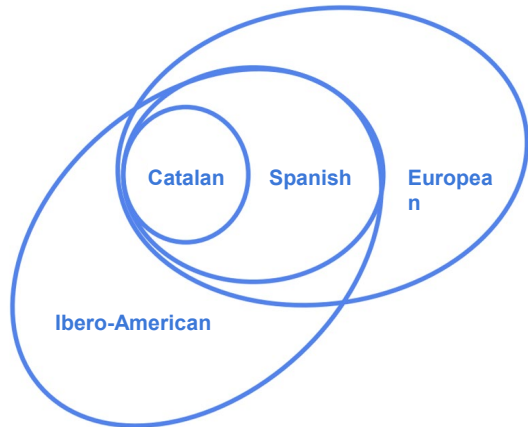
The traceability of a public mandate renewed in April 2023

1 **A systemic, global and inclusive UOC** at risk of collapse due to frozen funding

2 A **track record of providing a highly efficient and productive service,**

3 **Seeking to be competitive** in order to be the **benchmark for lifelong learning in an inclusive, digital and entrepreneurial Catalonia**

And it is a benchmark because **– with a public mandate –** it generates, recognizes and exchanges **complex and relevant knowledge**, because **it adapts** to a changing context, **integrating technological opportunities**, and because it maintains **a constant dialogue and collaboration** with the other stakeholders.

Thanks to a team that is enthusiastic and engaged

LEARNING
TRANS-
FORMING

UOC

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Thank you very much