UNIVERSITY OF BARCELONA INTERNATIONAL POLICY APPROACH

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Global Analysis

Higher education and university research are global activities that face **growing international competition**.

Within a **demanding** global context, the UB must:

- educate current and future global **citizens**
- provide UB students with an **international perspective** on the major problems facing humanity
- contribute **solutions** to the world’s major scientific and social problems
- contribute to the **prosperity** of Catalonia

Office of the Vice-Rector for International Relations
Global Analysis (cont.)

What is required: stepping out of “comfort zones”, accept new challenges, difference, complexity.

Strategic cornerstones:

- **partnerships** with prestigious universities around the world: Joint Postgraduate programs, Study Abroad, Research, establishment of UB campuses abroad.

- multidisciplinary research, socially **relevant** topics

- educational and research content in line with international **demand**
UB Positioning

✓ higher education ➔ UB has global activity in a global market
✓ universities ➔ UB “among premium brands”
✓ research ➔ UB in a select group
✓ education ➔ good image and performance, with room for improvement in the international scene

✓ research partners: developed countries, but steadily reaching out new emerging partners (China, Russia....)
✓ education partners: main demanders of higher education: high-growth emerging countries
Estimated GDP growth

Fig. 3.5: Global GDP growth (2011–2020)

Source: Oxford Economics
Stylized facts on HE mobility trends according studies

• In 2020, international students will continue to gravitate towards the US, UK, Australia, Canada, Germany, France and Japan, although these markets will be challenged by emerging destinations, including China, Singapore, Malaysia and the Gulf States.

• Asia and the Middle East will continue to offer the strongest growth opportunities in transnational education in the decade to come, due to supportive legal frameworks and strong investment per capita in education. Specifically, Malaysia, Singapore, China, India, and the Gulf States are well placed to meet regional demand for HE education.

Source: British Council
Evolution number international students. UB

International students (including visiting students under exchange agreements)

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>7.392</td>
</tr>
<tr>
<td>2008-2009</td>
<td>7.893</td>
</tr>
<tr>
<td>2009-2010</td>
<td>8.694</td>
</tr>
<tr>
<td>2010-2011</td>
<td>9.202</td>
</tr>
<tr>
<td>2011-2012</td>
<td>9.759</td>
</tr>
</tbody>
</table>
Geographical origin of international students at UB

Àrees geogràfiques

- EUA i Canadà: 312
- Europa (LIF): 1,097
- Europa (no UE): 60
- Àsia i Oceanía: 34
- Magrib, països Àrabs, Mediterrani i Àfrica: 25
- Amèrica Llatina: 301
UB. International students by country (more 100). 2012
Evolution of Erasmus exchange programmes 2000-2012. UB.
Focus on Arab area universities

- Mediterranean and Arab area: combination of high quality consolidated universities and universities in process of international consolidation in growing income countries (Turkey, Morocco, ....)

- Complementarity in research and teaching

- Geographical proximity, cultural proximity, and willingness to cooperate

- Need to strengthen joint programs and cooperation in international HE space.
Example good practice….to be continued