UNIBILITY

university
meets
social responsibility

UNIBILITY: USR-TOOLKIT OF PRACTICES

INTERACTIVE PDF BROCHURE
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Contents

1. Introduction

Universities increasingly strive to strengthen their public commitment to the city they are located in, to the local economy and to the wider society through their research and higher education activities, in order to have a real impact on their local communities and improve the relevance of higher education in society.

The mission of the **»University Meets Social Responsibility« (UNIBILITY)** partnership is the promotion of university's social responsibility (USR) among European universities and other higher education institutions that seek to integrate social responsibility into their 1) internal policies and government structures as well as their 2) external activities with local stakeholders and target groups.

We believe that universities are drivers and responsible agents for societal well-being, growth and innovation – stirred through their excellent research and teaching. USR requires both engagement and commitment within universities and knowledge about the needs of external stakeholders (business partners, regional non-profit-organisations, associations, local politics etc.).

In this **UNIBILITY-Toolkit of Practices** you will find a collection of practical examples how to implement social responsibility into your university, relating to both internal policies for socially responsible acting as well as external practices related to public engagement, knowledge transfer practices and cooperations with local stakeholders. Exchanging experiences, innovative and good practices among universities contributes to a better understanding of the importance of social responsibility among public higher education institutions but also delivers relevant insight for action planning of socially resonsible activities. With this Toolkit, we would like to give university managers, key researchers, marketing departments, students, counsellors and others a practical insight into possible, successful and proven USR-practice examples to stir their imagination and the transfer of practices to other countries and universities throughout Europe. This »Toolkit of Practices« consists of 20 USR-practices examples collected from six European countries, arranged according to five main criteria:

1) Research, Teaching, Support for Learning
2) Public Engagement
3) Governance
4) Environmental and Societal Sustainability
5) Fair Practices

All USR-Practices are supported visually with interactive material, such as photographs and videos, to stimulate imagination for a specific USR-practice. Practices can be directly transferred to your university – if your university environment and the pre-conditions for implementation are in place – while others can be rearranged and adpated to your university context with minor changes according to your particular needs.

The UNBILITY-project (2015-2017), coordinated by the University of Vienna (Austria), is one of the pioneer projects in Europe for active social responsibility. It is co-funded by the Erasmus+ Programme (Strategic Partnerships, Key Action 2). We sincerely hope that the UNIBILITY-project will be able to convince universities and higher education institutions within Europe as well as stakeholders in the public, private, governmental, non-governmental, business and industrial world to actively seek cooperation with each other.

2. What is USR and how can it be refined?

Any university, whether private or public, can explore its full range of purposes in higher education and its impact on society. At a practical level, most European universities seem sensitive to and aware of the importance of their internal and external social responsibility to some degree and many are developing actions to make this a priority, not only in policy terms, but also in daily practice. When viewing universities as organizations within society, **Corporate Social Responsibility (à CSR)** can be applied to them **(à USR).**

University's Social Responsibility (USR) can be found across European higher education institutions under different headings such as social responsibility, social dimension, third mission, university-business cooperation, civic engagement, liaison with socio-economic environment, and many more.

We would like to use the term "USR" for these practices – and operate with five criteria within this term:

1) **Research, Teaching, Support for Learning,**
2) **Public Engagement,**
3) **Governance,**
4) **Environmental and Societal Sustainability and**
5) **Fair Practices.**

These five criteria were defined on the basis of the EU-USR Project (2011-2013), which served as a starting point for UNIBILITY (2015-2017), broadening the previous approach. For more information, see **http://www.eu-usr.eu/.**

3. Refining USR in five criteria

We believe that when talking about USR-practices a categorization is useful to break down the concept of USR into practical steps and guidelines for practitioners.

3.1   Research, Teaching, Support for Learning

*"The institution's core academic activities are underpinned by the values and principles of social responsibility." ***

In order to ensure this, the institution: *

1   Guarantees academic freedom for its staff and students.
2   Widens and diversifies access to education within a commitment to lifelong learning.
3   Manages student admissions in a transparent and equitable way, using explicit criteria to inform selection decisions, providing formative feedback to unsuccessful candidates.
4   Ensures that public funds provided to support teaching and student fees are used for the purpose for which they are provided.

5   Requires that its curricula are informed by socially responsible, ethical research and that its graduate attributes incorporate evidence-based thinking and decision-making, active citizenship and employability.
6   Adopts a learner-centred approach to teaching and student support, ensuring assessment and feedback is used to promote learning.
7   Facilitates collaborative and independent learning that goes beyond the classroom and into the community.

8   Enables international collaboration and supports student and staff cross-national mobility.
9   Enforces ethical protocols for research, teaching and related activities.

3. 2 Public Engagement

The institution aims at cooperating with public or civil society organisations and policy makers and to promote mutual activities.

The institution:

1 Facilitates dialogue between the research community, the public and policy makers to link research to 'real world' issues. *

2 Improves contribution to society through open access to research outcomes and its public engagement activities. *

3 Promotes cooperation between universities and public or civil society organisations in social or cultural life, theatre, music and sports.

4 Promotes cooperation between universities and business and industry partners in research-based collaborations.

5 Enables cooperation between researchers and policy makers, i.e. political science research, political consulting and counselling, support with drafting and introducing laws and working in policy working groups.

* From: Martin, Brian, *University Social responsibility: A Common European Reference Framework, p. 11,* **www.eu-usr.eu.**

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3. 3 Governance

*"The principles of social responsibility are respected throughout institutional policy, strategy, procedures and processes. They permeate all levels, as an integral element of management accountability and stakeholder engagement." ***

The institution: *

1 Encourages a culture of social responsibility with high ethical and professional standards and clear protocols to avoid conflict of interest.
2 Formally recognises staff and student unions and involves them as partners in governance and decision-making, providing for their representation on the Board (or equivalent) and on its advisory committees.
3 Ensures that social responsibility is treated as a core commitment by the Board and senior management and that the institution's social responsibility performance is the focus for annual evaluative reporting.

4 Exercises due diligence by assessing the risk and impact of all activities, ensuring compliance with the law, relevant standards and norms.
5 Conducts ethical and socially responsible investment and procurement, with comprehensive public reporting of criteria and decisions.
6 Is a responsible neighbour, facilitating dialogue and working in partnership with and investing in the local community.
7 Recognises its staff and student social responsibility initiatives through an internal reward scheme.

8 Actively participates in relevant social responsibility networks.
9 Reports on its progress towards clear and independently verified social responsibility and sustainability goals.
10 Publishes the outcomes of internal and external reviews, complaints, academic appeals and the source and use of all funding.

3. 4 Environmental and Societal Sustainability

"The institution is committed to environmental sustainability and biodiversity in all aspects of its operations, including in its use of goods, services, works and in its evaluation of decisions." *

Institution takes appropriate action to ensure that its commitments are realised and: *

1   Ensures that its policies and practices minimise any negative impact on the environment caused by its activities or supply chain.
2   Promotes sustainable development.
3   Delivers a continuous improvement programme that works towards cleaner, sustainable, eco-efficient, resource efficient, zero waste and ethical operations including procurement.
4   Publishes regular environmental sustainability reports, incorporating risk and action assessments covering environmental, societal and supply chain risks.

5   Encourages the use of environmentally friendly technologies, and energy efficient, reusable and biodegradable materials.
6   Practices socially responsible and sustainable procurement, publishes a code of ethical behaviour for procurement decision-making that includes workers' rights and fair trade principles and promotes social responsibility and sustainability wherever it has influence over the supply chain.

7   Ensures respect for and compliance with internationally proclaimed human rights, the rule of law and national and International anti-corruption requirements.
8   Ensures that all its International activities promote human and societal development and, where possible, helps address the issues of poverty, quality of life, advance peace and promote conflict resolution.

3. 5 Fair practices

"The institution ensures equality and fairness for its staff, students, and others as appropriate and its policies and procedures are intended to avoid discrimination or inequity." *

The institution: *

1. Promotes and celebrates pluralism and diversity, and ensures equality regardless of age, culture, ethnicity, gender or sexuality.
2. Practices open, transparent, fair and equitable recruitment and promotion of staff, using affirmative action where appropriate, providing comprehensive staff development that incorporates social responsibility.
3. Establishes through negotiation with staff unions comprehensive employee communication, consultation and negotiation protocols and implements these.
4. Promotes the health, safety, physical social and mental wellbeing of staff and students beyond minimum legal requirements.
5. Promotes equality of opportunity, guarantees equal, fair and just pay and equitable conditions, and proactively works to avoid inequality through flexible working and career development and progression opportunities.
6. Ensures that working conditions at least comply with relevant national laws, collective agreements and applicable International Labour Organisation standards and makes every effort to avoid casualization of the workforce.
7. Guarantees freedom of association and respects collective bargaining.
8. Has transparent, fair and equitable complaints and disciplinary procedures and ensures that complaints and disciplinary matters are addressed swiftly and fairly.
9. Publishes the possible sanctions for a proven breach of ethical or related requirements and protects whistle-blowers.
10. Provides professional support services to meet specific additional needs of students and staff as arising from a disability, for example.
11. Communicates with suppliers about its procurement policy and uses research to inform its procurement decisions.

*   From: Martin, Brian, *University Social responsibility: A Common European Reference Framework, p. 13,* **www.eu-usr.eu.**

4. Compendium of USR practices

4. 1 Research, Teaching and
        Support for Learning

Junior University

ELEMENTS OF GOOD PRACTICE

Impact (local/national/EU)
National visibility
Transferability
Innovative practice
Non-payable (no fee)

USR-CRITERIA

1 Research, Teaching and Support for Learning
Access to lifelong learning education
Community involvement and development
Informational and Guidance counselling
Participation at fares, local events

SHORT DESCRIPTION

The Junior University (Universidade Júnior - U.Jr.) is a summer school conducted by the University of Porto (Portugal) based on the promotion of knowledge in the fields of science, technology, art, humanities and sport, among secondary level and college pupils (typically 11 to 17 years old). To this end, several learning programs and small research projects are annually designed by university lecturers and executed by monitors, mostly undergraduate and graduate students, under supervision. The U.Jr. addresses multiple issues: vocational orientation, introduction to specific scientific areas or topics, the promotion of higher education and knowledge-based careers. It provides a glimpse into everyday life at the University, since school pupils are offered the possibility to get acquainted with the 14 faculties and with several research centers of the University of Porto. Besides that, community engagement and networking with municipalities allow pupils from lower socio-economic backgrounds to participate in the programme.

UNIVERSITY:
University of Porto

CONTACT PERSON:
Vítor Silva (coordinator)

WEB LINK:
**http://universidadejunior.up.pt/
paginas/english/home**

ROOTS OF THE PRACTICE
(and department)

The U.Jr. was designed since its inception in 2005 as a very large program, receiving each summer over 5.000 youngsters from very diverse social and economic backgrounds. It was designed by a vice-Dean of University of Porto in 2005. In 2007 a team was constituted, including a Pro-Dean, a Scientific Board (with representatives of each faculty), a Coordination and a Press teams. The annual budget comes from University of Porto.

LESSONS LEARNED

The U.Jr. was designed since its inception in 2005 as a very large program, receiving each summer over 5.000 youngsters from very diverse social and economic backgrounds. It is the first and the largest program of this kind in Portugal, and one of the largest in Europe. The U.Jr. is a member of the European Children's Universities Network – EUCU.NET
http://eucu.net

IMPACT OF THE PRACTICE

Since its inception in 2005, the U.Jr. has received over 50.000 pupils, and each summer over 5.000 youngsters from very diverse social and economic backgrounds. The University tries to keep this commitment steady by establishing cooperative protocols with municipalities and by granting scholarships to local pupils or a fee reduction for groups. All in all, in 2010, this program involved 44 municipalities, to whom the University offered 40 places for free, besides granting 50 scholarships nation-wide. Evaluation of the programme has been conducted – some results show that 1 out of 5 university of Porto students had participated in the programme; also, participants of the programme from different parts of the country has chosen University of Porto to pursue their education. More studies are now taking place.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

UNIBILITY PDF
PDF:
http://www.lu-ptuj.si/images/stories/
dokumenti/paper_the_experience_of_
university_of_Porto.pdf

UNIBILITY PDF
PDF:
http://www.lu-ptuj.si/images/stories/
dokumenti/PDF_brochure_Junior_
University.pdf

UNIBILITY PDF
PDF:
http://www.lu-ptuj.si/images/stories/
dokumenti/Poster EUCUNET - VNG2.pdf

UNIBILITY PDF
PDF:
http://www.lu-ptuj.si/images/stories/
dokumenti/Poster EUCUNET.pdf

UNIBILITY PDF
PDF:
http://www.lu-ptuj.si/images/stories/
dokumenti/Universidade_Junior_dossier_
de_apresentacao-copia.pdf

TARGET GROUP

Secondary level and college pupils
(typically 11 to 17 years old).

METHODS OF IMPLEMENTATION

The Junior University is organized into weekly activities. It includes a general program (5th-11th graders) and schools of introduction to research (for advanced pupils). The general program is organized around 4 sub-programmes: a) Try it in the Summer (5th and 6th graders); b) Summer Workshop (7th and 8th graders) with outdoor activities (study visits, fieldwork, sport…); c) Summer Project (9th to 11th graders) in specific themes (Medicine, Biology, Pharmacy, Geology, Psychology and Education, Engineering, Economics, Law, History, Philosophy, Literature, Arts, Architecture, Sports); d) Language School – (5th to 11th graders) - English, French, Spanish, German, Italian and Russian.

One of the strongest features of the Junior University is its capacity to involve both university students and lecturers/researchers. The activities to be developed come from voluntary submissions by the academic staff, the result being a notable diversity of themes. The process is initiated by a "call for ideas" directed to all academic staff and then the final programme is concluded and presented to the pupils in the website. Pupils can choose from a variety of themes. The Junior University happens in June (general program) or September (schools for introdution to research). Many activities do not take place within the University premises. The Junior University also incorporates activities developed autonomously by other institutions or in partnership with university departments. That is the case of the House of Music (which conducts music learning programs, an area absent from the University curricula), of the Polytechnic Institute (with photography, video and multimedia technologies), of the Visionarium Science Centre (activities of geo-ecology, forensic geology, biodiesel), of the Atractor Association (mathematics) and of the CICCOPN - Center of Professional Training in Civil Engineering and Public Works (geology and GIS). In addition, many activities include fieldwork, which may take place in places well away from Porto and some requiring an overnight stay. For foreign pupils or those pupils that live far from Porto, U.Jr. has a partnership with the Ministry of Defense that provides accomodation for pupils in a reduced fee.
In 2010, the total number of 'monitors' of the Junior University was around 300, and 110 lecturers submitted proposals for activities. As a rule, the program includes one monitor responsible for seven pupils, which is a ratio that allows for a very close accompaniment of the 'juniors'.

Children´s Office (Kinderbüro)

ELEMENTS OF GOOD PRACTICE

National visibility
Transferability
Innovative practice
Recognition (grants, donations)

USR-CRITERIA

1 **Research, Teaching and Support for Learning**
   Community involvement and development
   "distant" education and open access to outcomes

SHORT DESCRIPTION

The Children´s Office is a platform for different ideas and projects at the interface of science and society. It aims to enable children from different backgrounds to experience science and research. The Children´s Office implements projects in the thematic fields of:

- **"Research and communication":** the Children´s Office realizes science communication projects with children, youth, families and pedagogical institutions in cooperation with researchers of all disciplines (e.g. Vienna Children's University, Children's University On Tour, Children's University Research Journal, UniClubPlus, etc.)

- **"Child and Care":** the Children´s Office runs 5 kindergarten groups for members of the University of Vienna (scientific and non-scientific personnel and students) and offers different forms of child care (e.g. child care at events, holiday specials) In addition, the Children´s Office conceive child care facilities according to the needs of enterprises or organizations.

- **"Compatibility and Diversity":** Counselling and practical support for parents and organizations (within or outside the field of universities) concerning the compatibility of parenthood and professional life.

The Children´s Office aims to facilitate the opening processes of universities and support the compatibility of parenthood and professional life. The practice is needed to increase diversity and social inclusion. Thus, specifically targeting at children who have little access to university has priority. Innovative projects open up spaces which allows children to engage with science and to have personal contact with researchers.

The Children´s Office implemented a multitude of projects and operates in several USR-criteria: It acts in the field of counselling centers as well as in the field of mobile education (see "Children´s University on tour"). Furthermore, it supports institutions and organizations to act more family-friendly on a governance level. In order to create increased networks with universities and non-university organizations, the Children´s Office cooperates with several local organizations and enterprises, NGO's and municipalities.

Nevertheless, the Children´s Office mainly acts in the field of USR-criterion 1 (Research, Teaching, Support for Learning and Public Engagement) because the project
  - widens and diversifies access to higher education
  - effects universities' curricula (interdependencies between researcher´s/student´s engagement for children and their own research/teaching/education)
  - facilitates collaborative learning for children and teenagers who may be from an environment that tends to be educationally disadvantaged
  - facilitates dialogue between the research community and the public

UNIVERSITY:
University of Vienna

CONTACT PERSON:
Karoline Iber, General Manager and founder of the Children's Office

WEB LINK:
http://kinder.univie.ac.at/de/1.html

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ROOTS OF THE PRACTICE
(and department)

Based on the aim to facilitate the reconciliation of a research career with child care duties, a child care contact point under the name „Children's Office" was launched in June 2001 at the University of Vienna, as a project of then vice-rector ao. Univ. Prof. Dr. Gabriele Moser. One year later, the Children's Office was put on a broader basis through funding as an inter-university project over a period of three years by the ESF (European Social Fund), the then Federal Ministry of Education, Science and Culture and the University of Vienna. Since 2006 the Children's Office has been an independent institution in the form of a non-profit limited company as a subsidiary of the Innovationszentrum Universität Wien GmbH.

The Vienna Children´s University, the first project of the Children´s Office, was originally conceived as a holiday childcare project for members of the university. However, already in the first year public interest was surprisingly high and the initiators decided to open the gates of the university for everyone. Since then, the Vienna Children´s University as well as the Children´s Office grew yearly and realizes new projects at the interface of science and society since then.

Meanwhile, the Children´s Office is a spinoff company of the University of Vienna and acts as an independent non-profit limited company. It has 47 employees and is mostly self-financed, based on entrepreneurial profit and project-funding (on regional, national and international level). The University supports the Children´s Office with personnel resources (position of the general manager) and partial financial support (for the kindergarten).

IMPACT OF THE PRACTICE

The Children's University in Vienna has been established for more than 10 years. Meanwhile, the program reaches about 4.000 children annually and involves over 5.000 researchers. Vienna Children's University is the first and most comprehensive children's university in Austria. Its concept has helped developing other children's universities, both in Austria and abroad. The Children´s Office engages in the European Children´s Universities Network (EUCU.NET) with the strategic objective to facilitate cooperation and exchange of knowledge among existing and new Children´s Universities. Currently, activities similar to the Vienna Children´s University take place in more than 40 countries worldwide. An estimated number of 530.000 children and 14.000 scientists participate every year at the Children's Universities and similar programs.

The Vienna Children´s University has not been evaluated so far.

Every week, around 60 refugee minors participate in the project UniClubPlus. To reach the target group, the Children´s Office cooperates with refugee organizations. In addition, many members of UniClubPlus bring their friends to the weekly meetings.

LESSONS LEARNED

The activities of the Children´s Office are integrated in the "University of Vienna Development Plan 2020" (a university-wide strategic plan that documents the University's objectives and indicates which challenges the University of Vienna will meet in the future). That is a strong sign that the University of Vienna appreciate the activities of Children´s Office and their contribution to enhance diversity and greater social inclusion. Researchers willingly contribute to the project.

Lessons learned:

• Lecturers of the Children´s Office are challenged to reflect about their teachings and benefit from a critical assessment of their didactic concepts. Researchers acknowledged that the challenge to translate their specific field of research to the critical mind of children was an enrichment for them. Many lecturers use a coaching workshop in the run-up of Vienna Children´s University, offered by the Children´s Office.
• As an inter-university player, it is the strategic objective of the Children´s Office to foster opening processes of universities. Projects as the Vienna Children´s University or Children´s University on tour (a project to encourage children to interact with science and humanities in their direct environment, e.g. in parks or youth centers) are great examples how opening processes can succeed. The projects highly contribute to the strategic aim of most universities to ensure that the student population represents a more diverse/ a higher share of cross-section of the population in the future.
• The Children´s Office sees itself as a player at the interface of universities and the outside world. It aims to build bridges between both areas and offers children

from disadvantaged backgrounds new perspectives. Informed decision making is one of the main goals of the Children´s Office.

- The Centre for Teacher Education of the University of Vienna integrated the project UniClubPlus in its curriculum. Students get the opportunity to gain practical experience with a special target group and with professional supervision. This example shows how activities in the field of USR can positively influence the core tasks of universities (research and teaching).
- Third mission projects open doors and foster active interaction and communication with economy, society, the public and policy-makers. Research and teaching benefit from the link to the outside world.
- Projects in the field of USR needs initiators who act on the interface of universities and local communities. Project initiators have to be able to act as brokers between different organizational cultures in order to cross personnel and linguistic bridges. Projects on the interface of science and society shows the relevance of universities for society at large. Third mission projects are needed to strengthen the significance of universities for society.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

UNIBILITY VIDEO   **VIDEO:**
http://kinder.univie.ac.at/en/826.html

TARGET GROUP

The Children´s Office wants to take science to the people – all activities are open to everyone. Nevertheless, the Children´s Office makes an effort to reach children and teenagers from educationally disadvantaged backgrounds and those who might have difficulties in accessibility to university and research. Therefore, the Children´s Office conducts different activities in cooperation with a varied network of partners, for example street work, park supervision and youth centers. Establishing cooperation with research institutions, organizations and enterprises is a central concern of the team of the Children´s Office.

METHODS OF IMPLEMENTATION

The Children´s Office conducts many projects inside and outside the university in order to reach the target group. As representative sub-projects for the wide range of activities, the following two projects shall be mentioned:

During Vienna Children´s University, the gates of Viennese Universities open for 4000 children between the ages of 7 and 12 for two weeks. In more than 400 lectures and workshops, children gain insights into different fields of studying. Children have personal contact with researchers and experience the university with all its aspects: the record of studies, student ID, lunch at the cafeteria, and finally the graduation ceremony.

Initially in 2003, Vienna Children's University was held only at the University of Vienna, but in the meantime, the Medical University of Vienna, the Vienna University of Technology, the University of Natural Resources and Life Sciences Vienna, the University of Veterinary Medicine Vienna, the FH Campus Vienna and the Vienna University of Economics and Business have joined in. The involved universities provide researchers, a contact person and rooms on their own costs. The Children´s Office is in charge of all operative aspects of Vienna Children´s University. The Vienna Children´s University highly contributes to opening access to universities and generates enthusiasm for academic knowledge at an early stage. Participation is free of charge.

The project UniClubPlus, initiated in October 2015, responds to the current refugee crisis and focuses on refugee minors. While children under the age of fifteen get integrated in school, teenagers meet the challenges to continue their education and to establish a social network. Prior to their escape from their home country, many of them had the wish to study. UniClubPlus, a project of the Children´s Office in cooperation with the Centre for Teacher Education of the University of Vienna, wants to bridge this gap and focuses on the needs of refugee minors. Two times a week, UniClubPlus offers an open space (LernClub) for encounters and exchange. Teenagers get the opportunity to study in a calm atmosphere, to enhance their German skills and to pursue their interests (like maths, physics, etc.). Computer workstations are available too. Moreover, the team of UniClubPlus offers workshops (science-workshops, career-workshops, empowerment-workshops) and excursions (inside and outside the university). So called StudyBuddys (students in teacher-training at the University of Vienna) support participants in all issues.

UniClubPlus is solely financed by donations.

LearningPark

ELEMENTS OF GOOD PRACTICE

- National visibility
- Transferability
- Quality assurance
- Non-payable (no fee)

USR-CRITERIA

1 **Research, Teaching and Support for Learning**
- Fee-free tuition and instructions
- Collaborative and independent learning
- Community involvement and development
- Informational and Guidance counselling

SHORT DESCRIPTION

Platform "LearningPark" is the main output of a European Social Fund funded project "Scientific competences and practical skills for a successful career" coordinated by University "Politehnica" of Bucharest.

LearningPark is an online educational portal/center addressing a hot topic in the Romanian Society – the decrease to high school marks and graduation percentage for the Baccalaureate Exam. This trend is also a hot issue for the quality of students accessing the technical higher education system. In addition to that, it has been built as a free of charge service to the community having the support of relevant actors in the field.

The platform was created with the aim to deliver both audio and video educational updated content, and online tests for selected subjects (mathematics, physics, and chemistry). It also offers a general interest course on entrepreneurship. At the moment there are 172 video-lessons available. The platform content consists of specific educational resources, models of exercises and topics in math, chemistry, and physics. Scientific topics solving is assisted through feedback given by university professors. Except the "Lessons" and "Tests" sections, there are also available discussions fora both on scientific subjects and general discussions on the portal.

In terms of social responsibility project envisaged opening education to a new medium of communication, addressing costs issue and site constraints - in other words, opening the possibility of studying without the need for investment in tutoring and without traveling. We believe that this is a step with a significant social and economic impact, given that undergraduate education is an underdeveloped aspect of national education.

The platform will help increase academic progress, both for the target group and generations of students that will further access it. It is likely the platform will develop in the coming years with more subjects in the curriculum within a future project.

UNIVERSITY:
University of Bucharest, ROMANIA

CONTACT PERSON:
Ecaterina Andronescu, Project Manager

WEB LINK:
www.learningpark.ro

ROOTS OF THE PRACTICE
(and department)

The LearningPark portal has been born within a European Social Fund funded project coordinated by University "Politehnica" of Bucharest running for 18th months between 04.2014-10.2015 and having partners a county school inspectorate and the Alliance of Romanian Centenary High Schools. It became operational in November 2014 with topics related to mathematics and then updated until the end of the project with the other two topics – chemistry and physics and a general interest course on entrepreneurship.

The portal development and the educational materials production has been supported from the project funds, the total available budget being of approx. 1.5 million Euros. The content of the lessons have been developed by 10 university teachers: 3 for math, 3 for physics, 3 for chemistry and 1 for entrepreneurship.

During the project lifetime, the portal was accessed by 4000 students from 30 high-schools situated in the development regions Bucharest-Ilfov and South-Muntenia. The comparative analysis between the initial intermediate and final tests revealed a certain improvement of the students' performance. Given the profile of the 30 high-schools involved, different levels of students' performance has been noticed.

Since the end of the project (October 2015), around 1500 more accounts have been created, allowing access to the resources already developed during the project to students from around the country preparing for Baccalaureate Exam and admittance exam for technical higher education institutions. This is due to the continuous promotion of the portal among high-school students around the country.

Moreover, high-school teachers can use the portal as complementary educational resource during their classes.

The practice hasn't been evaluated so far.

IMPACT OF THE PRACTICE

LearninPark.ro had a significant impact on national level its interactivity, offering students the opportunity to learn and to improve school performance in mathematics, physics and chemistry. Over 1500 students have completed the online module on entrepreneurship through educational platform. Among the benefits of entrepreneurship education is also to make young people become more creative and confident in any activity they undertake.

LESSONS LEARNED

LearningPark is a prototype of the future education that is developed to provide new directions of development of pre-university education in Romania. The most important lessons learned are:

• any service, even if it is provided free of charge, should follow the same stages of development and quality as in the private service;

• it is very important to offer students a motivating and collaborative environment, helping them to constantly improve their education performance and counseling them during the process;

• social role of education institutions is crucial for the development of the society as a whole and of the human resources in particular;

• no matter how difficult an initiative may be, carrying it out offers benefits to all the actors involved

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

UNIBILITY LINK
https://drive.google.com/folderview?id=0B3h5Op_iFi3ja2ZQc0ktUWxCNmc&usp=sharing

UNIBILITY LINK
https://drive.google.com/file/d/0B_AEXvbvNacUdG44TDJvYXFzOVU/view

UNIBILITY LINK
https://drive.google.com/file/d/0B_AEXvbvNacURWJxeHlRckNudzg/view

TARGET GROUP

The main target group is the students from the high schools in final year (4th) preparing for Baccalaureate Exam and admittance exam for technical higher education institutions. During the project lifetime there were 4000 accounts created for pupils from 30 high schools. Some of them are now students in different faculties of the university or have been admitted to other technical universities from abroad.

METHODS OF IMPLEMENTATION

Before starting the online activities, all the students in the target group have received counseling from 12 educational and career counselors.

After initial tests and according to their high-school profile and choice to follow university education, the students were created personal accounts to access the portal. It was on students' choice which subjects and when to follow the educational resources they were interested in. Nevertheless, all the students attended math lessons, and part of them chemistry and physics. A top 10 has been established based on the total of points accumulated, through solving different tests, by each of the high-schools and by students within each high-school.

There were three evaluation tests during 18 months and a general improvement analysis was made, revealing a certain progress in the subjects selected. At the end of the project several visits of the students have been organized (around 30-40 students/high-school), for a direct feedback on the portal and to complemented the online activities by face-to-face meetings with university professors.

COMMIT - Committing to the social dimension in universities via lifelong learning

ELEMENTS OF GOOD PRACTICE

- Impact (local/national/EU)
- National visibility
- Transferability
- Quality assurance
- Innovative practice
- Non-payable (no fee)

USR-CRITERIA

1 Research, Teaching and Support for Learning
- Access to lifelong learning education
- Fee-free tuition and instructions
- Community involvement and development
- Informational and Guidance counselling

SHORT DESCRIPTION

The practice can be located in the 1st USR criteria, in relation to Research, Teaching, Support for Learning and Public Engagement. The specific objective of the COMMIT project is to support universities to self-assess their level of commitment to the social dimension, their strategies to increase attainment, and to embed the policy and practice of University Lifelong Learning (ULLL) in a strategy of wider social interaction.

For the COMMIT Project, the social dimension of University Lifelong Learning was defined as located on two dimensions: the individual and the collective. The goals on the individual level are to provide a socially just access, retention and success for students, lifelong learners and university staff. On the collective dimension the goal is to transfer relevant academic knowledge to society and enable groups of people inside and outside university to build and develop an ecologically, socially and economically sustainable society.

This self-evaluation process can be considered as a part of USR and is more and more needed give that universities are increasingly called to fulfill their social dimension and social responsibility mission.

UNIVERSITY:
eucen – European University Continuing Education Network

CONTACT PERSON:
Carme Royo, eucen Executive Director

WEB LINK:
http://commit.eucen.eu/

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ROOTS OF THE PRACTICE
(and department)

COMMIT is a EU-funded project carried out from 2013-2016 as a result of a partnership between eucen – the European University Continuing Education Network and 12 European Universities: Université Catholique de Louvain (BE), Turun Yliopisto (FI), Université de Bretagne Occidentale (FR), Universidade de Aveiro (PT), University of Stuttgart (DE), Dublin City University (IE), Bogaziçi Üniversitesi (TR), Università degli Studi di Genova (IT), Panepistimio Ioanninon (GR), Universitatea Tehnică "Gheorghe Asachi" din Iaşi (RO), Universitat Rovira i Virgili (ES), Pécsi Tudományegyetem (HU).

The project builds on the work of a previous project coordinated by eucen – ALLUME – which developed three self-evaluation tools for universities to review their strategy for implementation of a comprehensive and coherent LLL university. The COMMIT partnership is composed of 13 partners from 5 countries with a documented track record of attainment – BE, FI, FR, ES, IE – and 7 countries with more work to do in this regard – RO, DE, DR, HU, IT, PT and TR. Six of the 13 partners had already taken part in the ALLUME project, to provide continuity with the previous project experience. Since partners were at different stages of developing the social dimension of Higher Education, a valuable and stimulating exchange was expected to take place, with each partner having something to teach and to learn, making it an engaging combination to promote commitment by all.

LESSONS LEARNED

The COMMIT project defined the social dimension of University Lifelong Learning as located on two dimensions: the individual and the collective. The goals on the individual level are to provide a socially just access, retention and success for students, lifelong learners and university staff. On the collective dimension the goal is to transfer relevant academic knowledge to society and enable groups of people inside and outside university to build and develop an ecologically, socially and economically sustainable society.

The innovative aspect of COMMIT lies in its approach based on social learning, on learning from experience of self and others, including from mistakes and failures. This approach required trust and confidence and is, at the same time, about individual learning, mutual, collective and team learning, and organisational learning.

It emerged from the COMMIT experience that the self-evaluation and reflection activity is more effective and has a bigger impact if the Rector or/and the Vice-Rectors feel it is an interesting exercise that they want to undertake. It is thus important that organisers try to wake up their interest and involvement in this activity.

It is advisable to distribute the Tools before the activity takes place, in order to allow participants to get familiar with them and start the reflection in advance.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

**UNIBILITY
PDF**

TARGET GROUP

The primary target group of the project comprised: universities' management teams (President/Rector teams), directors of ULLL, continuing education (CE), outreach, or/and social services units and faculty/department deans, who were directly involved in the use of the self-assessment tools and participated in the project peer-learning visits. Student representatives were also included in the primary target group. Over 14 individuals have been involved in each of the 12 different teams (each in a different institution and country), thus engaging a total of 172 primary target individuals in the process.

METHODS OF IMPLEMENTATION

The approach chosen by COMMIT was to involve different members of staff from different managerial levels (all connected to ULLL/Continuing Education/Outreach/Social Services) in each partner institution, with the aim of generating a process of organizational learning and reinforcing commitment towards university's social dimension. The COMMIT project's processes were thus based on a combination of individual and peer learning, collective and team learning, as well as organizational learning.

The COMMIT project has developed a number of documents and templates to help interested universities prepare and undertake the self-evaluation process about their commitment to the social dimension. Here is a list of material that interested universities can use:
- **Strategy Process tool:** this tool helps institutions to initiate and deploy a strategy process regarding lifelong learning and social engagement at their institution
- **Strategy Content tool:** this tool helps institutions to understand their own strategic content of LLL and promote internal discussion about the need to focus on the social dimension of LLL in HEIs
- **Benchmarking or Charter tool:** this tool encourages institutions to assess the level of implementation of the 10 commitments listed in the "European Universities Charter for LLL" in their institution
- **Monitoring Attainment tool:** this tool supports institutions to monitor attainment in HE and to integrate measurement in place in HEIs management systems
- **Fact Sheet:** Template to help start thinking about the institution's position in terms of Lifelong Learning (LLL) and in terms of Social Dimension
- **Template Agenda:** to fill in when planning the activity. The activity should last at least two days. Shorter processes has been proved not to be enough for carrying out a thorough process and include in this process a good number of members of staff at different levels, with different perspectives
- **Report Form:** template to fill in at the end of the activity. It will help the organisers reflect about the data and feedback collected and will help them think what to do (or what to recommend to their university to do) next. The template could also be distributed to those members of staff who will participate in the process Their feedback will be probably a good addition to the organisers' perspective
- **Step by Step Procedure:** this document is for the organisers and for those who will be joining this activity to read. It explains how the process work and the order in which the different steps take place
- Short Information: this document explains briefly the activity and is to be distributed to those who will be joining this activity
- **Executive Summary:** this document is to be distributed to those who will be joining this activity as short description of the project and its outputs
- **Policy reminders:** this document is to be distributed to those who will be joining this activity as short description of the project and its outputs. It lists the main findings of the project and the advice that the COMMIT consortium gives to policy makers and users of these materials.

Universities interested in using COMMIT tools or have an external support can contact eucen via the email address **office@eucen.eu** stating in the subject "COMMIT consultancy").

ELEMENTS OF GOOD PRACTICE

- National visibility
- Transferability
- Quality assurance
- Non-payable (no fee)

USR-CRITERIA

1 **Research, Teaching and Support for Learning**
   Community involvement and development
   Informational and Guidance counselling
   Participation at fares, local events

PoliFEST

UNIVERSITY:
University "Politehnica" of Bucharest

CONTACT PERSON:
George Darie, Vice-Rector, responsible with International Relations and Partnerships

WEB LINK:
http://www.polifest.pub.ro/index.html

SHORT DESCRIPTION

The event is organized yearly gathering students and facultes form UPB and reprezentatives of employers. Within this event all the faculties are presenting their educational provision together with the main research subjects, while the main employers are presenting their activity and employment offers as well as internship and practical stages opportunities.

Polifest is also hosting the „Open Days" event during which students from high schools that wish to continue their studies within University Politehnica of Bucharest have the opportunity to get acquinted with the university faculties and visit its facilities.

The event is the drivign force for keeping UPB educational & research provision with the trends within the socio-economic environment.

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ROOTS OF THE PRACTICE
(and department)

The event is organized by University "Politehnica" of Bucharest. The resources/funds are provided by UPB from its own funds and sponsorships from the companies participating to the event. The first edition of PoliFEST was organized in 2012.

IMPACT OF THE PRACTICE

PoliFest is the biggest event of this kind in Romania that aims to continue a tradition of cooperation between the biggest technical university of Romania and socio-economic environment, represented by its top employers. Based on the prestige of "Politehnica" University and its diverse educational offer, and according to the requirements of the labor market today, this annual event aim to facilitate the connection between students and the socio-economic environment with a view to insert students on a competitive labor market and to create a long-term partnership in research and education.

Every year, during three days, there are large numbers of participants: around 10.000 students, few thousands high-school students (accompanied by their teachers) and around 25 important companies on the market related with engineering and new technologies.

The national impact of PoliFEST brings new employers and companies every year that make known their jobs and internships offers. The interest for this manifestation is both of students (university and high-school) and employers. This year, a CV students' data base has been created and all the employers participating in the event have access to it in order to get an impact beyond the three days of the event. The practice is not evaluated yet.

LESSONS LEARNED

For many of the students, this event is the first real contact with the socio-economic environment – they learn about employment conditions and required competences for a specific job, the structure of big companies, expectations and different possibilities to make a first important step to integrate them on a performant labor market. This is a crucial advantage for the students of the university and they try to valorize this opportunity as much as possible.

Every year, Politehnica University tries to valorize the experience and to improve the organization of PoliFEST. It is the intention of the university to transform PoliFEST into a university brand known both at national and international level.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

UNIBILITY
VIDEO
VIDEO Polifest,
http://www.polifest.pub.ro/polifest.mp4

METHODS OF IMPLEMENTATION

The event is organized as a fair with stands for the participants: faculties and certain departments/research centers within faculties, employers (companies) and cultural institutes, in parallel with conferences and workshops organized on different topics. The University assures all the necessary logistic for conferences offered by companies, workshops, speeches at the beginning of the event, practical demonstrations and promoting videos.

At the same time, the educational offer of the university is presented through the faculties stands with the help of voluntary students. The high-school students visiting the event have the opportunity to attend different university classes.

A series of workshops on personal development, personal branding, how to write a Curicullum Vitae are also organized.

TARGET GROUP

The main target groups are university students and employers. Secondary target groups consist in high school students and their parents and the main cultural institutes promoting foreign cultures and languages (French Institute, British Council, Cervantes Institute and Goethe Institute).

SEREIA – Serviço de Relações Externas e
Integração Académica [External Relations and Academic Integration Office]

ELEMENTS OF GOOD PRACTICE

Impact (local/national/EU)
National visibility
Transferability

USR-CRITERIA

1 Research, Teaching and Support for Learning
Access to lifelong learning education
Collaborative and independent learning
International collaboration and mobility for staff
and student
Community involvement and development
Informational and Guidance counselling
Participation at fares, local events

UNIVERSITY:
University of Porto

CONTACT PERSON:
Dr Sofia Veiga (Head of the Office)

WEB LINK:
http://info.fep.up.pt

SHORT DESCRIPTION

The Serviço de Relações Externas e Integração Académica (SEREIA)/External Relations and Academic Integration Office, depends directly on the Executive Council of the Faculty of Economics of the University of Porto (FEP), and aims to (I.) strengthen relationship with business, social, political and economic institutions, (II.) establish partnerships and protocols with institutions/companies, (III.) reinforce the sense of belonging and connection to FEP among FEP's diverse generations of graduates, (IV.) facilitate the professional integration of FEP's graduates, (V.) facilitate the academic integration of students, (VI.) foster the psychosocial well-being of students and (VII.) promote in students the development of the personal and social skills required to outstanding professionals.

SEREIA's intervention is described by the Head of the Office as highly diversified and with a large amount of activities promoted. It provides a lifelong support to students, since the process begins when they are attending secondary school, continues throughout higher education and after graduation, as alumni.

The Office is divided into four different units: 1. "Aconselhamento e Carreira" [Counselling and Career Advice], 2. "Empresas e Alumni" [Alumni and Corporate Relations], 3. "Escolas" [Prospective Undergraduate Students] and 4. Skills Academy. The work of these units is described below.

ROOTS OF THE PRACTICE

(and department)

SEREIA exists since 1999. The various axes of activity have been requested by the different stakeholders. The main idea, as reported by the Head of the Office, is to be attentive to the needs. There is, nonetheless, an indisputable scarcity of resources, which is in line with the national situation.

IMPACT OF THE PRACTICE

SEREIA has an extensive activity record, with the number of events, participants per event, number of Alumni ambassadors, FEPians in the world, number of long-term partnerships, training protocols, schools that participate in each event, and so forth. However, and regarding effectiveness, the practices are not evaluated as wished, just because of lack of time. SEREIA assesses satisfaction very often and the loyalty of people to the different services is high. In addition, the student groups are strongly recommended to do an impact assessment. It is difficult to register the total number of attendees, due to the innumerous services provided by the Office, and also to a significant turnover of students, particularly since the Bologna process came into force.

The International Case Competition provides an example of how multidimensional the impact could be. In this competition participate a team from FEP and other teams from various parts of the world. These teams spend two days locked in the competition, but in the rest of the week they have a social program that shows the potential of Porto, as a city. So, this initiative is important for FEP but also for the city. According to Dr Sofia Veiga, SEREIA's projects are win-win initiatives,

for FEP and for those institutions and persons with whom they work.

LESSONS LEARNED

SEREIA is highly valued by everyone: students, alumni, FEP's direction boards, and those teachers who interact with the Office.

To Dr Sofia Veiga, the main lesson is transparency. And the other is intentionality. Goals must be very clearly defined. USR cannot be confused with "doing pretty things", only to be seen. She gave the example of the "volunteer for a day" initiative, a sort of vocational guidance for volunteering, once the student may not have a profile for volunteering with any audience, for instance.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

SEREIA is widespread through diverse websites (e.g. FEP Alumni network, FEP Job Board) and social networks, such as LinkedIn and Facebook.

TARGET GROUP

Following SEREIA's intervention across the lifespan, the "Prospective Undergraduate Students" Unit represents the first contact with FEP. This Unit aims to (I.) strengthen the relationship with primary and secondary

schools, (II.) receive high-potential students and (III.) facilitate the academic integration of future students. The main activities of the "Prospective Undergraduate Students" Unit are (I.) the organization of an Open Day, which is a mass event attended by different groups from various schools, generally 20-25 schools. This initiative aims to present FEP to secondary education students, either in terms of education provision either of extracurricular activities, through recreational and informational activities (e.g., a "paper chase" to discover FEP). About 140 volunteers participate in the organization and welcome of each school team. At the same time, a session with teachers is held, as they are the most important vehicle for helping students to realize what they were doing at FEP's Open Day; (II.) the participation in vocational guidance fairs; (III.) the welcome of visits made by secondary schools; (IV.) the visits to secondary schools, to present FEP; (V.) the provision of informative sessions to students; (VI.) the participation in the University of Porto's Show; as well as the promotion of two projects within the Junior University: one directed to the 7th and 8th grades, which is the "treasure hunting at FEP", and the other for the 9th, 10th and 11th grades, which is the "week at FEP", with very diverse activities: to realize the different career opportunities, visits to different organizations (CUF Hospital, Bank of Portugal, Hotel Intercontinental, Sonae, an auditor, etc.).

From the moment that students enter FEP, begins the "Counselling and Career Advice" Unit's intervention, with the following goals: (I.) to facilitate the academic integration of the students, (II.) to facilitate the professional integration of students/graduates, and (III.) to promote academic success.

To do so, the Unit provides (I.) isolated guidance and psychological counselling, (II.) support for students with special educational needs, (III.) support to the academic (in)success, (IV.) career management/professional guidancee, (V.) mentoring processes provided by the alumni to the undergraduates and (VI.) support to students from international programmes, such as International Master QTEM - Quantitative Techniques for Economics and Managementf and double degree Master's programmes: Master in Managementg, with Kedge Business School, and the Master in Finance, with Kozminski University.i As regards the academic integration, and according to Dr Sofia Veiga, it is important that there is an institutional welcome articulated with students' association and praxe committees.

The "Skills Academy" emerged about five years ago. Through classroom training and the implementation of "learning from doing" projects, this Unit is targeted towards the development of students' soft skills, citizenship and social responsibility. The main activities of the "Skills Academy" are: (I.) short training courses for the personal and social development of students and for prepare them to face the recruitment processes and the transition to the labour market (e.g., how to make a CV, preparing for recruitment processes, how to introduce oneself, self-knowledge, etc.); (II.) management and support to the various student groups that are encompassed by the "Skills Academy"; (III.) advice to student groups; (IV.) mediation between student groups and (V.) FEP's talents poolj.k In the last five years, and in addition to the previously existing groups (AEFEP, AIESEC, FEP Junior Consulting, Share, Tunas and Choirs), six student groups were created within the framing of the "Skills Academy": EXUPl, FEP Finance Club, FEP First Connection,

FEP International Case Team, StartUp BUZZ and FEP Management Club. For the purpose of this report, the example of EXUP (Experience Upgrade Program) must be stressed. This group "emerged in 2003 as GEV (Grupo de Estudantes Voluntários - Volunteer Students Group). Upon its foundation, GEV was an assembly of students who were interested in collaborate in several FEP streamlined activities, directed either to its internal public either to its external public, being contacted to support, occasionally, on the organization and the execution of events."
EXUP is divided into five departments: "Civic Action" is one of them. This group has been developing projects such as "Consultoria a ONG's" [advice to NGO's], "Dia do Voluntário" [volunteer day]s, "Feira da Saúde" [health fair]t, Simple Acts (i.e., solidarity actions)u, "Voluntário por 1 dia" [volunteer for a day] v, Host Me (support to international mobility students). But there are more examples: the FEP Finance Club, for instance, provides a Financial Literacy Program to the community.

Finally, the "Alumni and Corporate Relations" Unity (I.) strengthens the relationship with external entities and FEP's alumni, (II.) establishes partnerships with diverse companies and institutions, (III.) supports the selection of economics and management professionals, (IV.) facilitates the mediation between employers and graduates, (V.) reinforces alumni's sense of belonging to FEP and (VI.) promotes their involvement in FEP's life and initiatives.z Dr Sofia Veiga stated that these alumni are the best ambassadors near their own employers, and the best partners, as they help SEREIA with recruitment processes, curricular internships, partnerships, sponsorships, participation in FEP Seminars, getting a business case and case studies for classes and extracurricular activities (e.g. competition, challenges), mentoring, and

participating also in network events with students (e.g. finance meetings, FFC after works, FEP Careers).

METHODS OF IMPLEMENTATION

The examples are described above.

(AFU) Initiative/ Centre for Intergenerational Learning

UNIVERSITY:
Dublin City University

CONTACT PERSON:
Ms. Christine O'Kelly, Age Friendly Project Coordinator; Dr. Trudy Corrigan, Director for the Centre of Intergenerational Learning

WEB LINK:
https://www4.dcu.ie/agefriendly/index.shtml;
https://www.facebook.com/DCU.ILP;
https://intergenerationallearningdcu.
wordpress.com/

REFERENCES:
http://eprints.teachingandlearning.ie/2062/1/
Corrigan%20et%20al%202013.pdf

http://www.tandfonline.com/doi/abs/10.1080/
03601277.2013.844039

ELEMENTS OF GOOD PRACTICE

Impact (local /national/EU)
National/international visibility
Transferability
Quality assurance
Innovative practice
Non-payable (no fee)

USR-CRITERIA

1 Research, Teaching and Support for Learning
Access to lifelong learning education

SHORT DESCRIPTION

The DCU Intergenerational Learning Programme (ILP) is part of wider Dublin City University (DCU) Age Friendly University Initiative. It corresponds to Field 1. (Research, Teaching, Support for Learning and Public Engagement)

Widening access to education

Since its earliest days DCU has been committed to widening access to higher education, and this includes enhancing the lives of older members of our community through our innovative educational programmes, research agenda, curriculm development, online education, health and wellness activities, arts and culture programme and civic engagement opportunies.

Example of innovative model of practice

The DCU Intergenerational Learning Programme (ILP) is an innovative model of practice developed by Dublin City University to value the distinctive contribution which older people can contribute to higher education. This is an initiative which was aimed at developing the pedagogical practice of intergenerational learning and which was promoted as a community of learning both on campus and online.

Aims of Intergenerational Learning Programme DCU

The overall intention is to engage older people from the wider community to be part of the teaching, learning and research community in DCU in association with younger students and staff. This model is designed to support the reciprocal sharing of knowledge, competences and skills between generations. In this respect its overall aim iss to address perceived ageist attitudes in society which are frequently born out of the lack of opportunities for older and younger people to meet together in formal and informal learning contexts.

ROOTS OF THE PRACTICE
(and department)

Dublin City University-Age Friendly University Initiative: An Taoiseach, Enda Kenny TD who launched the initiative on **November 9th 2012** said: **"Through this initiative, DCU is taking a leadership role in preparing society for the multifaceted challenges of our aging demographic. It will actively encourage older people to come into our higher education institutions and to become involved in shaping university programmes. The age friendly activities being promoted are both relevant and correctly targeted at promoting the quality of life of our older men and women. It is truly a pioneering initiative and I wish you the very best of luck in the coming years."**

In 2014, building on the work of Prof. Slowey and the working group, an Age-Friendly Coordinator - Ms. Christine O'Kelly was appointed and the Age-Friendly Implementation Action Team, chaired by Mr. Trevor Holmes, Vice President of Strategic and External Affairs was established. The Team represents six Pillars across the University: Research and Innovation; Teaching and Learning; Lifelong Learning; Intergenerational Learning; Encore Careers and Enterprise; Civic Engagement. The DCU Intergenerational Learning Programme is part of the School of Education Studies. It began in 2008 to engage older people from the wider community and DCU students in teaching and learning together in a third level environment. It started with a small number of classes on Saturday mornings, where older people were joined by DCU student volunteers to learn basic ICT skills, and gradually evolved, through engagement and dialogue.

IMPACT OF THE PRACTICE

Since 2008, over 3000 older people have become part-time students in DCU through their participation in the DCU Intergenerational Learning Programme (ILP). The programme provides them with an opportunity to engage in teaching, learning and research opportunities on our campus and to meet with younger third level students.

The needs, knowledge, competence and skills of the older student are central to the learning experience during their time on campus. Through a series of modules on offer, for example Introduction to Law and Government, Introduction to Science, Introduction to Social Media, Introduction to Lifewriting, the older students are presented with an opportunity to meet with staff from the university who present on their research or teaching at a day and time suitable to the older student. The ILP **provides a forum for academic staff to develop their research with a wider cohort of older students** through meeting and discussion together. In addition academic staff are presented with an opportunity to teach to an older cohort of students.The lectures is usually in the format of lecture and dialogue and many of the staff have commented on the valuable learning experience for them as the older students tend to be very vocal, draw on life experience and apply the key philosophical and theoretical concepts to their own life experience. The older students have commented on the benefits of meeting with younger students from abroad which has assisted with **broadening their perspectives of cultural understanding of countries they have not yet visited.**

The exchange of knowledge and friendships together helps to **break down pre-conceived ideas related to ageism** and in addition contributes to both older and younger people valuing the knowledge, competence, expertise and skills of each other.

LESSONS LEARNED

Providing an opportunity for older people to stay mentally active and engaged within higher education has been one of the key lessons learned. To date the research conducted with the older students has confirmed that they love the opportunity to stay mentally active and engaged through their becoming students within the ILP and in being engaged in learning opportunities within a wide interdisciplinary perspective. Many of the older people have reflected on the benefits of keeping their mind active through their engagement with new learning opportunities presented to them because of their engagement in ILP. The younger students have reflected on the benefits of been exposed to new intercultural experiences by meeting with the older students on campus.

There has been much goodwill and 'buy in' to the programme generated between staff and students in the wider DCU Community. For example many staff volunteer to give of their time to either share their research or to teach on this programme. Some of our faculties are offering their students credits to be part of our programme.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

UNIBILITY LINK
LINK:
http://dcu.ie/agefriendly/links_resources.shtml

UNIBILITY LINK
LINK:
https://ec.europa.eu/epale/en/blog/intergenerational-learning-it-happens-all-time

UNIBILITY LINK
LINK:
https://drive.google.com/open?id=0B2B6AvyFyRHreV96bkR2NEFTeDQ

UNIBILITY VIDEO
VIDEO:
https://vimeo.com/82348214

UNIBILITY LINK
LINK:
http://dcu.ie/agefriendly/afu_taste.shtml

TARGET GROUP

NGO's, older people in the wider community, business partners and families i.e., students who attend our college inviting older members of their families to become part time students on our campus.

METHODS OF IMPLEMENTATION

Dublin City University became the first third-level institution to adopt the concept and principles of an Age-Friendly University in 2012 and has committed to lead and highlight the role that universities can play in responding to challenges and opportunities associated with the ageing demographic of the 21st century.

Community of Learning as a theoretical framework for intergenerational engagement in higher education

The overall theoretical framework guiding the introduction of the DCU Intergenerational Learning Programme was to provide a community of learning (Mc Millan& Chavis, 1986 and Lave & Wenger, 1991) where both older and younger students could gain reciprocal benefits through learning together. The theoretical framework was based on the concept of the conscious creation of an intergenerational community of learning in higher education.

This was cognisant of current research which confirms that to stay healthy and well, cognitive stimulation in addition to social engagement are key determinants for continuing to stay active and well as we age. Yet few opportunities are presented in higher education for older people from the wider community to transfer their knoweldge, competences and skills to third level studets. In addition the ILP was developed to provide an opportunity for the younger students to learn from the broad life experiences of the older students be that in a personal or professional capacity. This was to provide opportunities to learn from the professional and personal experience of the older people from the wider community.This included the introduction of modules such as digital literacy skills and social media. In this experience the university students were invited to share their knowledge of information communication skills through peer learning and one- on -one tuition with the older students. Dialogue was facilitated for both cohorts of students to meet together over a tea or coffee break.The research findings demonstrate that this not only facilitated intergenerational engagement but it also fostered intercultural engagement and in the process assisted in breaking down ageist or generational barriers which might have previously existed before both cohorts of students had an opportunity to meet together and learn from each other.

Lifelong Learning Week (LLW)

ELEMENTS OF GOOD PRACTICE

Impact (local/national/EU)
Quality assurance
Non-payable (no fee)

USR-CRITERIA

1 **Research, Teaching and Support for Learning**
   Access to lifelong learning education
   Community involvement and development
   Participation at fares, local events
   "distant" education and open access to outcomes

SHORT DESCRIPTION

Lifelong Learning Week (LLW) is a promotional project in the field of education and learning in Slovenia. We organize LLW in cooperation with hundreds of institutions, groups and individuals across the country, but also beyond our borders. It is an annual event that focuses on the **promotion of lifelong learning,** integration of all the inhabitants of the local environment in our activities, presentation of educational programs and informing the public about our educational offer and the offer of other institutions. In addition to all these, LLW is for many people a rare opportunity to show their creative activities and achievements in their local environment.

UNIVERSITY:
Public University of Ptuj

CONTACT PERSON:
Mojca Volk, General Manager

WEB LINK:
http://tvu.acs.si/gradivo/

ROOTS OF THE PRACTICE
(and department)

The first Lifelong Learning Week was performed in October 1996 at the initiative of the Slovenian Adult Education Centre. For example they used the "British Adult Learners' Week" model (ALW).

LLW was organized as a response to the initiative of the European Parliament and of the Council of Europe, which declared 1996 the "Year of Lifelong Learning ".

Sponsors of Lifelong learning Week are the Government of the Republic of Slovenia, Ministry of Labor, Family, Social Affairs and Equal Opportunities, Ministry of Education, Science and Sports, local communities, businesses, and providers of services for LLW, publishers and others.

Sponsors, donors and other, support the implementation of the project and disseminate information on its diverse aspects. Lifelong learning Week is for them an opportunity to realize their social responsibility as well as to inform the public about their socially responsible activities.

LESSONS LEARNED

We are aware of the social responsibility to the local community and environment, so each year we are included in the all-Slovenian Lifelong Learning Week. We are spreading the idea of lifelong learning, presenting opportunities and circumstances for people in which they can learn and the responsibility of local authorities to develop a stimulating environment for learning for all people.

IMPACT OF THE PRACTICE

The first Lifelong Learning Week was held in 1996, which means that this year we are organizing 21. Lifelong Learning Week.
This USR practice is evaluated and the report shows huge progress of all indicators:

Number of:	1996	2000	2005	2010	2011	2012	2013
providers	74	500	381	841	881	1.095	1.288
events	500	1.900	3.685	5.470	6.482	7.852	9.440
media publications	163	820	1.033	1.227	1.457	1.780	2.168
visitors	10.000	40.000	44.898	134.000	149.000	153.000	159.000

LLW every year comes alive in a number of locations associated with learning, education and creative activities. The number of performers, events, participants and media publications increases from year to year. There are no negative results whatsoever in this USR practice. In 1996 we started with 500 events in 2013 there were already over 9,400 events.
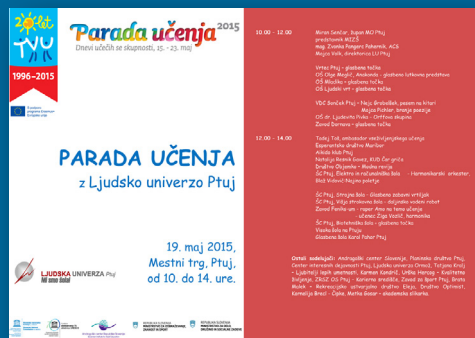
MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

UNIBILITY
VIDEO

VIDEO:
https://www.youtube.com/
watch?v=YAQLVnmckV8PDF

UNIBILITY
PDF

PDF:
http://www.cvzu-podravje.si/images/
stories/dokumenti/PDFji/PROGRAM-LLW.pdf

TARGET GROUP

Lifelong Learning Week is aimed to all residents of the local environment, for people of all age, educational level, with a variety of interests and needs. During this week we are opening the door to all, who otherwise would not visit us.

The most important representatives of the Lifelong Learning Week are universities and public universities.

Also involved are cultural, economic, administrative and other organizations, universities of the third life period, primary schools, kindergartens, libraries, study circles, music schools, dance schools, museums, cultural organizations, offices and units of the employment centers for social work, energy and agricultural extension offices, development centers, individuals and entrepreneurs, trade unions, chambers and associations, health organizations and many others.

METHODS OF IMPLEMENTATION

In the Lifelong Learning Week this activities are held:

1. Presentation of educational programs:
Universities, public universities, clubs and associations, libraries and other cultural organizations are presenting educational programs and projects, lectures, practical presentations, exhibitions and similar. These presentations are conducted in libraries, bookstores, health centers, shopping malls, showcases, advertising stalls, on a marketplace ...

2. Events that allow active participation of visitors:
These are educational computer workshops, creative workshops for the elderly and children, practical tests of knowledge and skills tests, conversations in foreign languages, organized discussions, round tables, lectures on the subject of employment, self-employment, entrepreneurship, creative workshops for forming ceramic products, painting on glass, silk, lace-making, carving, art, music workshops, and so on. **All events are free of charge.**

3. Other events:
Ceremonial opening of the Lifelong Learning Week LLW, opening up the new learning spaces, social and cultural events, book presentations, and publications, newsletters, literary evenings, concerts, meeting with words and music, theater and film performances, puppet shows, awards, press conferences, club meetings, catering, excursions, guided tours, competitions, sport events, football matches, the final LLW event, and similar.people with mental health problems (computer courses and foreign language courses).

Centers for lifelong learning (ex. CVŽU)

ELEMENTS OF GOOD PRACTICE

Impact (local/national/EU)
National visibility
Quality assurance
Non-payable (no fee)

USR-CRITERIA

1 Research, Teaching and Support for Learning
Access to lifelong learning education
Fee-free tuition and instructions
Informational and Guidance counselling

SHORT DESCRIPTION

The purpose of the project was the networking of the organizations in the regional environment that are carrying out informational and counseling activities, various types of lifelong learning and organized self- learning. With CVŽU Podravje (Centers for lifelong learning of Podravje) they wanted to increase access to lifelong learning by providing information and counseling on various options and opportunities in education and career guidance. The project purpose was to enable and ensure each individual free self-learning with IKT support, access to new technologies and information as close as possible to where they live as well as to motivate them for their personal and professional development.

The project "Centers for lifelong learning of Podravje" has accomplished remarkable results in the acquisition of informal knowledge.

The main goals of the project "CVŽU" were:

- involvement of local people into variety of lifelong learning and education forms,

- increase the employability of the population and ensure access to information and counselling on learning and education for a wider circle of the population in the region.

- ensuring access to organized individual or self-learning, development and ensuring access to innovative forms of learning (e-learning),

- promotion of lifelong learning, matching of users' needs with the needs of the labour market and

- providing continuous professional training for the employees with the aim to ensure quality professional support to people in process of lifelong learning.

UNIVERSITY:
Public University of Ptuj

CONTACT PERSON:
Mojca Volk, General Manager

WEB LINK:
http://www.cvzu-podravje.si/

ROOTS OF THE PRACTICE
(and department)

Several studies have shown that Slovenia hasn't been successful enough at ensuring the right conditions for the residents in the process of lifelong learning. Especially the socially excluded categories of residents didn't have access to a permanent lifelong learning and education which can result in even worse social and economic conditions that they are already in.

The international research from 1998, about literacy of the residents within the age of 16 to 65 has shown that the most of them (about 70%) have not reached the level that the OECD professionals graded as suitable from the point of mobility, employability and an individual's participation in social processes.

Typically for this target groups is that they have minimum chances to be included into any kind of education or training compared to other groups of people working in the same companies, due to financial, educational, social, technological etc. barriers, and they are not included in any type of lifelong learning that educational organizations are offering.

CVŽU project started in 2008 and lasted till 2013. It was financed by the Ministry of education, science and sport, but also by European Social fund for five years and in this period informal education was accessible for free for all our participants.

IMPACT OF THE PRACTICE

In the period from 2008 to 2013 we managed to include participants from the entire Podravska region into informal education forms. At our info points (located in eight regions) we attracted over 50400 participants who used KT tools for self-learning in foreign language courses, surfing the net and the use of e-mails.

This practice has had 2357 attendees and we performed over 300 workshops, courses and events, lectures and motivational workshops. The project has shown great results and has brought many direct and indirect economic and noneconomic benefits to the whole of the "Podravska" region. The positive effect can be seen in the increased economic growth, employability, and positive effects on the quality of life, social cohesion, better health conditions, greater responsibility for the environment, reduced crime, and higher level of active citizenship, women involvement in the active life and also increased social inclusion.

LESSONS LEARNED

The project "Center for lifelong learning of Podravje" has accomplished remarkable results in the acquisition of informal knowledge. Lifelong learning is nowadays recognized as an important instrument for personal and professional development of individuals.

TARGET GROUP

Target groups for USR-practice were the residents of Podravje within the age of 16 to 65 that have not reached the level that the OECD professionals graded as suitable from the mobility, employment and an individual's participation in social processes point of view. The project also involved socially vulnerable target groups (people with mental health problems).

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

Project results 2008-2013

ACTIVITIES / THE AIMS OF PROJECT CVŽU *(Centers for lifelong learning)*	2008	2009	2010	2011	2012	2013	SUMM
The number of participants in counselling ISIO (Information and counseling in adult education)	831	1219	1258	1334	1534	630	6806
The number of hours of counselling ISIO	2194	2716	2932	2902	2939	1359	15042
The number of dislocations of informational and counseling activities in adult educationDislocations: Videm, Markovci, Ormož, Destrnik and Kidričevo	5	5	5	5	5	5	5
The number of designed websites – portals: • Designed portal CVŽU *(www.cvzu-podravje.si)* • Designed virtual Portfolio *(VP)* - Web subsite VEM – All in one place	1	3	3	3	3	3	3
The number of participants in self-directed learning on dislocations TVŽU	97	1309	1251	1289	1094	-	5040
The number of adult learners in education *(workshops, courses , lectures)*	0	382	902	792	281	-	2357
The number of locations *(points)* of lifelong learning – TVŽU: • CIPS, Bistra, OOPZ Ptuj, PRJ Halo Cirkulane, Knjižnica Franca Ksavra Meška Ormož, Občine Videm, Kidričevo, Markovci, Majšperk, Destrnik.	10	10	10	10	10	5	5

UNIBILITY VIDEO

VIDEO:
https://youtu.be/xNzRWfQSV3w

UNIBILITY PDF

PDF:
Final report.pdf

UNIBILITY PDF

PDF CVZU ROLLUP:
http://www.cvzu-podravje.si/

METHODS OF IMPLEMENTATION

At the headquarters of the Public University of Ptuj we conducted a wide range of free courses, lectures and motivational courses with 2357 users that have been attending the courses. We also conducted computer workshops for beginners (for older adults, unemployed, disabled, women and retired), advanced computer courses, foreign language courses (German, English, Spanish, French, Chinese, Arabic). This courses have been implemented mostly for unemployed with an intention to increase the employment opportunities, the variety of free lectures and courses for arts and crafts and creative crafts (for elderly and retired), also motivational workshops for a wide range of users (craftsman, young adults, long time unemployed, dropouts, returnees, participants from the former Social federal republic of Yugoslavia). Socially woundable targeted groups have also been involved and included into the lifelong activities. We have also conducted courses and workshops for people with mental health problems (computer courses and foreign language courses). The official end of the project was in 2013 and it is not financed since then, but we managed to agree with all the partner organisations that we'll keep the Points of lifelong learning (TVŽU) like info locations (in eight different regions) as well as access to internet and self- learning educational programs. At this info points (locations) we continue to conserved and maintain computers for this purpose. In the period that the project is not financed we are trying to obtain various European and national projects that continue to encourage people to join any kind of informal education.

4. 2 Public Engagement

University Meets Industry (uniMind)

ELEMENTS OF GOOD PRACTICE

Impact (local/national/EU)
Transferability
Innovative practice
Non-payable (no fee)
Recognition (grants, donations)

USR-CRITERIA

2 Public Engagement
Community involvement and development

UNIVERSITY
MEETS
INDUSTRY

Forum für Lebensbegleitendes
Lernen und Wissenstransfer

SHORT DESCRIPTION

The project "University Meets Industry" (uniMind) provides a framework to intensify lifelong learning and knowledge transfer between researchers and practitioners. It aims at fostering cooperation between university and industry, local entrepreneurs, civic organizations and NGO's. For this purpose, the University of Vienna offers workshops and lectures on specific annual topics for researchers, graduate students, managers and employees of companies and organizations. Practitioners are encouraged to enter into a dialogue with researchers and to exchange views on currents issues in science and practice.

The uniMind practice is greatly needed since the development towards a knowledge society demands a far-reaching and critical debate on lifelong learning and continuing education. In times of limited economic growth (so far highly based on natural resources), people and their knowledge and competences gain importance. UniMind contributes to Austria's development towards a progressive knowledge society with sustainable economic development and strong social cohesion. In cooperation with local businesses and organizations, the project wants to provoke new momentums to increase the Vienna's status as an educational and business location.

uniMind acts in the field of USR-criterium 1 (Research, Teaching, Support for Learning and Public Engagement, sub-category community involvement and development) because the project
- widens and diversifies access to academic research
- strengthens the commitment and awareness of local businesses to lifelong learning
- offers non-formal education for people without academic background
- facilitates a dialogue between researchers and the public to increase visibility of research findings and to link research to challenges addressed by practitioners
- provides a sustainable social network between the University of Vienna (researchers and graduate students) and business partners, NPOs, civic organizations and policymakers

UNIVERSITY:
University of Vienna – Postgraduate Center

CONTACT PERSON:
Priv.-Doz. Mag. Dr. Nino Tomaschek and
Mag. Judith Fritz

WEB LINK:
www.postgraduatecenter.at/unimind

ROOTS OF THE PRACTICE
(and department)

There is a longstanding debate about how to bridge the gap between research and practice to improve cooperation and mutual understanding of pressing problems. To address this problem, in 2012 the project "University Meets Industry" (uniMind) was founded by the Postgraduate Center of the University of Vienna. uniMind sets out to build a sustainable network in order to bring researchers and practitioners together for innovation processes. Knowledge transfer between researchers and practitioners are for the benefit of both sides: managers and employees of companies and organizations come in touch with result of the latest research, and gain incentives for their professional life. Researchers for their part get new perspectives on actual challenges to business partners, link their research to "real world" issues, increase visibility of their research performance (impact) and find partners for university-business-cooperations. Additional, the University of Vienna fulfills their social responsibility to the local community in offering non-formal access to research findings.

The project is led by the Postgraduate Center of the University of Vienna and funded by the Economic Chamber of Vienna (2012 – 2016), the Federation of Austrian Industry - Vienna (2012-2016), the Federal Ministry of Science, Research and Economy (2012-2015), the Austrian Federal Ministry of Agriculture, Forestry, Environment and Water Management (2015-2016) and the project "Growth in Transition" (2015-2016).
The project´s budget covers material costs, personnel costs for project management and fees for external human resources (workshop leaders).

IMPACT OF THE PRACTICE

uniMind hosts three workshops and two lectures per year. Each workshop counts app. 20-50 people and each lecture app. 80 people. At the end of the uniMind-period (Oct.-Sep. each year) a public-oriented concluding conference (with a panel discussion or key-note speech, book launch, review on the last year and foresight for upcoming events in the next year) with app. 120 attendees takes place. Since the project start, the uniMind-network comprises app. 700 people.

Evaluation results: Since 2015, each uniMind-event is evaluated using a standardized questionnaire. Evaluation shows that the vast majority of participants appreciate the opportunity to get informed about latest research findings, to receive new momentum for their professional life and to expand their professional network.

LESSONS LEARNED

- Among researchers who have already joined in the project activities i.e. as workshop leaders, the project is well appreciated. For them, uniMind acts as a liaison between university and the outside world: researchers appreciate the opportunity to show their research findings to the public and the opportunity to build ties to new audiences and potential co-operation partners. Furthermore, many researchers attach importance to these opening processes of universities in general.

- uniMind is a good example of an initiative that promotes the exchange between people from different professional fields and with different educational backgrounds. Experience has shown that the high diversity of the participants in the workshops is an advantage.

- Opening processes of universities depend on scientists who are able to translate their scientific language to "normal" language in order to bridge research to people without an academic background.

- Orientation on hands-on experiences in an interactive setting (group work, exchange of experience, etc.) and on the practical applicability of presented research findings is necessary to reach the audience.

- The University of Vienna has been focusing on research and teaching more than of third mission projects; for this reason of course projects like uniMind have a lower standing inside the university than i.e. teaching awards, grants, publications or major research projects.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

UNIBILITY TEXT

Reading material:
Resch, Katharina; Fritz, Judith (2015): Zwischen Bekenntnis und Umsetzung. Gelebte gesellschaftliche Verantwortung von Universitäten am Beispiel von University Meets Industry und University Meets Public. In: German Association for University Continuing and Distance Education (ed.). Hochschule und Weiterbildung Vol. 2 (2015), pp. 33 - 38

UNIBILITY TEXT

Reading material:
Fritz, Judith; Tomaschek, Nino (2015): Die Stadt der Zukunft. Aktuelle Trends und zukünftige Herausforderungen. Vol. 4. Münster: Waxmann Verlag

UNIBILITY TEXT

Reading material:
Tomaschek, Nino; Streinzer, Andreas (2014): Verantwortung. Über das Handeln in einer komplexen Welt. Vol. 3. Münster: Waxmann Verlag

UNIBILITY TEXT

Reading material:
Hammer, Edith; Tomaschek, Nino (2013): Vertrauen. Standpunkte zum sozialen, wirtschaftlichen und politischen Handeln. Vol. 2. Münster: Waxmann Verlag

UNIBILITY TEXT

Reading material:
Tomaschek, Nino; Hammer, Edith (2012): University Meets Industry. Perspektiven des gelebten Wissenstransfers offener Universitäten. Vol. 1. Münster: Waxmann Verlag

TARGET GROUP

The project is open to everybody who is interested: managers and employees of companies, NPOs or civic organizations, civil service, self-employed persons and graduate students. The target group explicitly includes people who have had no ties with universities before their participation in the workshops or lectures. The events are free of charge and are scheduled in the afternoon (workshops) and evening (lectures), followed by an opportunity of personal networking.

METHODS OF IMPLEMENTATION

Each year, uniMind offers three workshops and two lectures on specific annual topics to link research and practice. The annual topics of previous years were: "Culture of Learning" (2012), "Confidence" (2013), "Responsibility" (2014) and "City of the Future" (2015), the current topic is "Society in Transition" (2016). To integrate different perspectives and to deal with the subject interdisciplinary, the workshops and lectures are held by researches from different departments and disciplines. During the workshops, practical examples are given top priority. Thus, the topics and contents are close to the challenges of the people participating. Participants are invited to exchange views on current challenges from their field of work as well as from research. The yearly topics are also scientifically reflected. For this purpose every year an anthology with contributions from Austrian and international authors (researchers and experts from the field) is published. This contributes to sustainability of the knowledge transfer.

Student Tutoring Volunteering Program

ELEMENTS OF GOOD PRACTICE

Impact (local/national/EU)
National visibility
Innovative practice
Non-payable (no fee)

USR-CRITERIA

2 Public Engagement
Access to lifelong learning education
Fee-free tuition and instructions
Community involvement and development

UNIVERSITY:
University of Porto

CONTACT PERSON:
Maria Clara Martins (coordinator)

WEB LINK:
**https://issuu.com/uporto/docs/dossier_
voluntariado_na_u.porto_201**

**https://sigarra.up.pt/up/pt/web_base.
gera_pagina?p_pagina=1014176**

SHORT DESCRIPTION

The Student Tutoring Volunteering Program is one of the initiatives of University of Porto based on a protocol with the City Hall program 'Porto of the future' that aims to combat school drop-out and failure in basic and high school levels, and to promote progression of studies. Students from University of Porto serve as individual tutors of 5th-12th grade pupils of 5 schools of Porto. Each pupil has one tutor that helps on learning skills, motivation for studies, and decision-making regarding school and life in general.

ROOTS OF THE PRACTICE
(and department)

In 2007 staff from the City Hall program 'Porto of the future' contacted the University of Porto to make a partnership. Their proposal was to find volunteers of the University and make them tutors of pupils of two schools of Porto. A pilot-project of 3 months was conducted in that year; in 2008 the volunteering program was extended for the all year. In 2009 a Volunteering Commission was created in the University of Porto, congregating all the volunteering initiatives of the University; since then this program has been coordinated by the team of the Volunteering Commission. Along the way, the program has been working in 5 schools of Porto. This program involves different partners: the City Hall 'Porto of the future' program that is coordinated by the department of Education of the City Hall, 3 universities, including the University of Porto, and 5 schools.

IMPACT OF THE PRACTICE

In 2015, 61 volunteers/students of University of Porto had participated in the program, tutoring 64 pupils for 1215 hours in total. The numbers of volunteers (and pupils) have doubled since 2010. Each year an evaluation of the program is made by tutors and school supervisors and directors. This evaluation is qualitative and is not synthetized but overall results show that school directors manifest that the program is very positive and that most pupils have an increase in their grades.

LESSONS LEARNED

The Volunteer Commission has been working to promote the program since 2009 with presentation sessions and the use of interactive elements such as website. In fact, a digital platform for the volunteering programs is being developed which will allow a better management of all activities. Every year the school tutoring volunteering program is evaluated by tutors and school supervisors and improvements are identified. University of Porto is proud of the volunteering programs, hoping to contribute for the development of a conscious exercise of citizenship and solidarity among their students.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

UNIBILITY VIDEO
VIDEO:
https://www.youtube.com/watch?v=ellyk1lLlgk&list=UUJA5FonY5Wbh7jnlYtRNcGQ

UNIBILITY VIDEO
VIDEO:
https://www.youtube.com/watch?v=L67WusnAQVo&feature=youtu.be

UNIBILITY VIDEO
VIDEO:
https://www.youtube.com/watch?v=hMTvC8hK9Fs&list=PLOOCo3vCljiMUzDUTDImicMvHSu8tdiB1&index=1

METHODS OF IMPLEMENTATION

In each school, the director identifies pupils who might benefit from the tutoring program and at the same time, the University of Porto gathers volunteers and give them a four session training. Students from the University of Porto from all faculties can apply for this program. The volunteers meet a supervisor of the school and start their work as individual tutors. Once or twice a week, they spend 90 minutes with the pupils helping them on learning skills, motivation for school, serving as 'buddies'. All volunteers keep a diary with the work done with the pupil. By the end of the year, all volunteers have a meeting with the Volunteering Commission of the University of Porto and the team of 'Porto of the Future' to share their experiences. Participation in the volunteer program is recognized by the U.Porto with a certification document that can serve as a supplement of the diploma if the volunteer work is positively evaluated. In their own programs, the U.Porto provides insurance for all the volunteers.

TARGET GROUP

Pupils from 5th – 12th grades.

4. 2. 3

Social intervention programme for the northern zone of the Nou Barris district

UNIVERSITY:
University of Barcelona

CONTACT PERSON:
jmiret@ub.edu
ividal@ub.edu and Carme Panchón
vr-administracio@ub.edu

WEB LINK:
www.

ELEMENTS OF GOOD PROGRAMME

Impact (local/national/EU)
Transferability
Innovative practice
Voluntary programme
"Not-for-profit"
Social inclusion
With the help of other public administrations

USR-CRITERIA

2 Public Engagement
Community involvement and development

SHORT DESCRIPTION

Nou Barris is located in the northern zone of the city and has 165,404 inhabitants in 2015. It's by far the city's district with the lowest percentage of population with university education (only 12.4%). At the same time, this district has the higher percentage of unschooled population (7.3%). Nou Barris also has the lowest household incomes and one of the highest percentages of unemployed population. For all these reasons, it is considered the poorest district of Barcelona.

The programme has two main goals. On the one hand the management of social houses rented by members of the university community and, on the other hand, to carry out social and educational activities to enhance the capabilities and living conditions of the population from the three neighbourhoods forming the northern zone of the Nou Barris district.

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ROOTS OF THE PRACTICE
(and department)

The programme is part of the UB's social responsibility policy both with the university community and the whole society. His origin is the transfer from the Barcelona City Council to the University of a building with 40 apartments and 2 premises in the neighbourhood of Torre Baró to devote them to social rental. The University of Barcelona charges the building management to its Solidarity Foundation, who also performs the social and educational actions developed by the UB in the district.

The building is currently managed with the support of a firm of lawyers and a half time worker. They are in charge of the rent collection, the building maintenance and the relations with neighbours, neighbourhood organizations and other public administrations.

Revenues obtained from rents are used to finance activities in the district. The rents are about 50/60% cheaper than market prices. In addition, there are three apartments currently intended to host refugees arriving from the Middle East.

The social intervention programme for the northern zone of the Nou Barris district has been running for two years.

IMPACT OF THE PRACTICE

The northern zone of Nou Barris was one of the few areas of the city of Barcelona where the UB hadn't still physical presence. It was necessary to carry out a comprehensive campaign before starting de project, contacting all groups found in the district and explaining them what would the UB do there and for what reasons. This arrival occurred at a time when the neighbours demanded more and better housing and facilities and in a climate of confrontation with the local administration (the neighbourhood of Ciutat Meridiana, located in the northern zone of Nou Barris, has the larger number of housing evictions in Spain). For these reasons it was necessary to spend a lot of time and effort in the previous campaign. Currently, the UB is one of the social partners in the district, participating in different territorial spaces for dialogue and collaborating with both the district's associations and the local administration. As a result of the effort done, the UB is generally perceived as a neutral and collaborative space, so that the general perception of its presence is positively valued by the rest of the social and economic agents of the district.

At the economic level, the employment programme developed in one of the building premises has had a very positive impact because about 50% of the people served have found work. Besides, the presence of the 32 members of the university community living in the building has contributed to the economic revitalization of the surrounding area.

Socially, the positive impact has been even larger. The presence of the UB is perceived as a factor of support and improvement in the neighbourhood. The building is a centre of attraction for social and educational work proposals by other institutions. In this sense, the University offers a guarantee of effective impact for any activity that is launched under its protection.

Finally, this project has had a multiplier effect. Currently, the project is part of a broader intervention project around the axis of the territory that extends on both sides of the Besòs river. This river roughly marks the border between Barcelona and the four neighbouring towns in the North and the East: Montcada i Reixac, Santa Coloma de Gramenet, Sant Adrià del Besòs and Badalona. This is one of Metropolitan Area of Barcelona's zones with more social and economic difficulties. This broader project is supported by the physical presence of the UB in different locations and is conducted with the same philosophy of intervention followed in the Social intervention programme for the northern zone of the Nou Barris district.

LESSONS LEARNED

This type of programme is always seen positively within the university. On the one hand, it helps those who constitute the most vulnerable segment of the university community offering them housing at a very low price and, on the other hand, it clearly demonstrates the UB's commitment with the community.
The programme is also supported by the neighbourhood associations because it helps to strengthen the relations between the neighbourhood and an important institution within the Catalan society.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

UNIBILITY
VIDEO

TARGET GROUP

- The university community
- The people living in the three neighbourhoods forming the northern zone of the Nou Barris district

METHODS OF IMPLEMENTATION

At the beginning, eight apartments were used to accommodate foreign students and professors who made short stays (up to 12 months) at the University. The remaining apartments were used to accommodate low-income students, low-income professors and low-income administrative and service staff from the UB (and their families). Both premises were used to carry out social and educational activities for people and neighbourhood organizations.

Currently one of the premises is used as dental center for low-income people, run by the University Dental Hospital. The second one hosts an employment programme and a social intervention programme within the district. The UB also organizes activities in other public facilities located in the northern zone of Nou Barris, such as conferences or exhibitions on social issues. Finally it should be noted that some resources have been provided to associations and neighbourhood's schools by the UB. For example, 20 computers were recently transferred to schools, special schools and neighbourhood associations.

DCU in the Community

ELEMENTS OF GOOD PRACTICE

Impact (local /national/EU)
National visibility
Transferability
Quality assurance
Innovative practice
Non-payable (no fee)

USR-CRITERIA

2 Public Engagement
Community involvement and development

SHORT DESCRIPTION

DCU in the Community is a community outreach office in Ballymun, the local community area in which Dublin City University is based. It acts as a bridge between the university - its staff, students and resources- and the local and regional community. It seeks to promote sustainable community development and social regeneration through facilitating mutually beneficial partnerships between DCU and community, civic, business and state bodies. DCU's civic engagement activities include student volunteering, community-based learning, community-engaged research and the promotion of equity of access to third level education to enhance local community development. DCU in the Community is the flagship and most tangible expression of DCU's commitment to civic engagement. It is needed externally to promote sustainable community development in the local and regional area by leveraging the resources of the university (and the wider higher education system) and social regeneration of the local area through education and lifelong learning. DCU in the Community is needed internally as it assists DCU in fulfilling its strategic commitment to community and civic engagement – both internally and at national level (see Campus Engage Charter for Civic and Community Engagement **http://www.campusengage.ie/content/20-presidents-higher-education-sign-charter-civic-and-community-engagement.**

It also assists DCU in fulfilling its strategic commitment to widening access and participation among groups marginalised in higher education.

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ROOTS OF THE PRACTICE
(and department)

DCU in the Community was established in 2008 as a result of a partnership between Ballymun Regeneration Ltd. (a company tasked with the physical and social regeneration of the area) and Dublin City University's civic engagement strategy. DCU in the Community - Social regeneration through education was developed by DCU's Professor Ronnie Munck. The idea for DCU In the Community is in response for the need to connect with local community (in particular Ballymun area, near DCU campus) to widen access and participation for groups who potentially could not take part in third level education. Developed in 2006, both the 2006 and 2011 Irish Census revealed that for many people living in Ballymun, secondary education is the highest level of education achieved by (44% in 2006 and 45% in 2011). DCU in the Community is connected to DCU's wider Civic Engagement Office. The spectrum of civic engagement activities offered at DCU in the Community has broadened significantly, and currently includes:

• Student-led engagement, service learning and volunteering – locally, regionally and through national platforms

• Widening access and participation in higher education among underrepresented groups

• Community based research to leverage university research to assist disadvantaged communities.

• Three full-time members of staff are based in the outreach location. The day to day management of the centre is the responsibility of the Programme Coordinator in consultation with other local educational providers. Oversight of

the strategic direction and activities is provided by the DCU in the Community Advisory Board (DCU Students' Union, DCU Schools and Faculties, local government, local partnership companies and community and voluntary organisations). The Advisory Board meets twice a year.

LESSONS LEARNED

DCU in the Community is an important element of the DCU Strategic Plan 2012 – 2017 Transforming Lives and Societies, under the objectives of fostering "active engagement with our stakeholders and partners regionally, nationally and globally", and deepening "engagement with students of all ages outside the university through new and existing initiatives". The institutional strategy outlines the university's on-going commitment to "social inclusion and equity of access to education" of which DCU in the Community is a significant manifestation. DCU in the Community falls under the remit of DCU Office of Civic Engagement, reporting to DCU VP for External and Strategic Affairs. DCU in the Community enjoys the full support of DCU Senior Management and, in particular, the DCU President. DCU staff (both academic and administrative) are involved in the delivery of some of DCU in the Community learning programmes and in co-developing volunteering and service learning opportunities for DCU student body. DCU in the Community Advisory Board has representation from DCU Faculties as well as relevant Departments and Units. In this way academic and administrative staff have a clear pathway into community engagement activities on an ongoing and structured way.

DCU co-funds DCU in the Community with Dublin City Council. Our experience from the project led us into many discussions about the value of engagement and how to best measure and assess this. Ireland's Campus Engage network has been examining many of these issues. To extend discussion about how to recognise, assess or show the value generated by universities, a new online platform http://valueoftheuniversity.org/ was set up to stimulate discussion and exchange around the topic and theme of 'value' – not just of civic engagement but all of what a university does or could do. This is called The Value Project. Summary of value generated by DCU in the Community in 2012 estimated using the socially modified economic valuation methodology is over €400k which exceeds the budget for the project (inputs) over two-fold (Munck, Kelly, Ozarowska 2012).
These figures represent the value generated by DCU in the Community through the delivery of educational programmes and student volunteering.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

The Value of Civic Engagement in Higher Education: An Irish Case Study.

Authors: Ronnie Munck, Ursula Kelly, Joanna Ozarowska

UNIBILITY PDF

PDF:
https://www.dcu.ie/sites/default/files/community/pdfs/Value.pdf

Studentvolunteer.ie is a national volunteer management system, developed in coperation with Campus Engage partners, University of Limerick, NUI Galway, IT Tallaght, IT Tralee, UCC and TCD launched in January 2016 in DCU. It aims to manage and promote the extensive contribution made by DCU and other higher education students to the local community, and nationally, through volunteering activity. For interactive elements and to learn about getting involved visit the weblink

UNIBILITY LINK

LINK:
http://www.studentvolunteer.ie

UNIBILITY LINK

LINK:
https://www.facebook.com/dcuinthecommunity/

TARGET GROUP

DCU in the Community target groups include: community students/adults returning to learning, mainly from socio-economically disadvantaged areas, community and voluntary organisations and DCU students and staff. The total DCU numbers involved for the current academic year are the following:

- DCU students involved: approx. 150-200.
- DCU faculty or staff involved in the current academic year: approx. 50

Total number of community members served by the program in the current academic year:
- Community students/return to learning: approx. 120-130
- Community and voluntary organisations: approx. 15-20
- Guidance and mentoring clients: approx. 40-50

METHODS OF IMPLEMENTATION

1. Widening access and participation for marginalized adult learners and mature students activities:

- Delivery of free educational guidance, mentoring and study support for in-house and external clients (approx. 200 hours annually) and of accredited college preparation courses (2 x 12 weeks annually)
- Delivery of accredited and non-accredited lifelong learning, personal and professional development courses (3-4 annually)
- One-to-one assistance with completing further and higher applications as well as student finance applications
- Outreach workshops in schools, employment centres, youth groups, local partnership companies, and a range of community and voluntary organisations

2. Student volunteering and service learning activities:

- Regular, ongoing consultations with local, regional and national community and voluntary organisations to analyse their volunteering needs
- Administration and management of www.studentvolunteer.ie/dcu - an online volunteering matching and management system and regular promotion of local, regional and national volunteering and community based learning opportunities to DCU students via www.studentvolunteer.ie, newsletters, emails and outreach workshops to degree programmes

- Cooperation with academic staff coordinating modules with CBL components to assist in student community placements
- Assistance with organising the annual DCU Volunteer Expo (1,500 visitors in 2015) as well as regular training and events for student volunteers

3. Community based/community engaged research:

- Conducting research at the request of community groups and organisations, e.g. community safety surveys at the request of Gardai and local city councillors and community research publications
- Close cooperation with DCU Community Knowledge Exchange – collecting expressions of interest from community and voluntary organisations, assisting with matching to DCU researchers and students

4. Community liaison activities:

- Developing and maintaining partnerships with local, regional and national community and voluntary groups
- Network building and active participation and contribution to local committees, e.g. Ballymun Education Group, Dublin North West Area Partnership Company, Ballymun Civic Alliance and others Active participation and contribution to Campus Engage activities – influencing national policy (Campus Engage Charter for Civic and Community Engagement).

IOT – Innovative open technologies

UNIVERSITY:
University of Maribor

CONTACT PERSON:
Karin Stana Kleinschek , project manager

WEB LINK:
http://www.um.si/univerza/iot/Documents/
IOT%20-%20Izjava%20za%20javnost.pdf

ELEMENTS OF GOOD PRACTICE

Impact (local/national/EU)
Innovative practice

USR-CRITERIA

2 Public Engagement
Community involvement and development

SHORT DESCRIPTION

Innovative open technology - IOT is a development program raised by University of Maribor that brings together all those who can contribute to the development rise of Slovenian regions. The project promotes the flow of knowledge, competitiveness and cooperation, building on the potential of young people and connecting existing technologies with the breakthrough ones. IOT is all Slovenian development program whose main objective is to create a link between the universities and research organizations, industry, business support organizations and local communities through open innovation and technology.

IOT is one of two all-Slovenian development projects / programs, which was confirmed on 27. 2. 2015 on the Rectors' Conference of the Republic of Slovenia. The second project is a Slovenian innovation juncture. Both projects / programs were also addressed on 31. 3. 2015 by the Council for Science and Technology of the Republic of Slovenia.

IOT follows all currently relevant European guidelines and strategies. It is based on smart, sustainable and inclusive strategy and supports the European Technology Policies KET ("Key Enabling Technologies "). KET is identified as a key technology for promoting sustainable competitiveness and growth, tackling societal challenges and the development of innovative products. It follows the guidelines on energy-efficient buildings and energy efficiency directive.

Under the auspices of University of Maribor (as the largest academic institution in eastern Slovenia) the project partnership is consisted of partners from the ranks of economy, knowledge institutions, supporting institutions and local communities. The partnership has formed a solid, long-term program, whose implementation begins with the mental movement and enhanced mutual cooperation.

They associate economic partners of the project IOT and development-oriented companies from the Podravje region with knowledge institution. They want to come to a common program that would provide a basis for cooperation, and would be a public-private partnership. Companies would receive knowledge from universities, researchers from the academic world would get to know the real problems in the economy; students would be able to work on projects or teaching units in the companies themselves or in university laboratories. Creating such research and development capacity in the region will accelerate the development of small and medium-sized enterprises. The IOT follows the principle of a polycentric and complementary development.

The main pillars of the project are three: innovation - support, infrastructure and research and development.

The innovation – prop is establishing effective supportive environment according to the principle "all in one place ." It combines the professional services needed by enterprises and research institutions: the search for suitable partners in the region and abroad, acquiring European assets, intellectual property protection, assistance in entering foreign markets, assistance in introducing new product lines or the creation of spin-offs, attracting investors etc. To provide these services they have joined forces and knowledge: innovation supportive environment of the University of Maribor (RAZ: UM, Techno Center UM - Office of Technology Transfer and Venture Factory - University incubator), Maribor Development Agency, the Scientific Research Centre Bistra Ptuj, Styria Chamber of Commerce and Styria technology park . Scientific Research Centre Bistra Ptuj , the head of the co-location of Ptuj, one of the centers of IOT. IOT follows the principle of a polycentric and complementary development.

The infrastructure prop is essential for research and development breakthrough – only with the most advanced equipment and technology we can compete with the more developed regions. This involves sharing software with companies and other research institutions and the establishment of network collocations.

Research and development pillar is in line with smart specialization content focused on priority areas of Horizon 2020 ' Societal Challenges - Health, demographic change and well-being, "which is especially important in Podravje and Slovenia in general. Research and development work is focused on the needs of businesses and tackling societal challenges in the region, in addition, it supports the participation of students and young graduates in innovation of companies.

demographic changes and well-being". It also contains guidelines from cohesion and regional policy. Under the operational program for the implementation of the European cohesion policy in the 2014-2020 periods the IOT primarily placed in the thematic objective: Strengthening research, technological development and innovation, and secondarily in the thematic objective: Enhancing the competitiveness of small and medium-sized enterprises.

The expectation from this partnership is that the Easter Slovene region with the help of IOT begins to develop so they can keep up with Central-Slovene region and achieve comparable indices of growth. They would also like to reach that the Eastern Slovene region companies and the local researchers begin to learn from each other. They are expecting that the researchers in the institutions of knowledge as well as companies seek to facilitate the transfer of knowledge, to offer help and assistance in the protection of intellectual property rights in discoveries that can be realized in products. They wish to help young entrepreneurs to start up their companies, businesses and at the same time promote the penetration into foreign markets and attract investors.

ROOTS OF THE PRACTICE
(and department)

The project preparation began in 2012. At the beginning with the institutions of the supporting environment: innovative support environment of University of Maribor (RAZ: UM, Techno center UM - technology transfer office, Venture factory - the University Incubator) and with Maribor Development Agency, Scientific Research Centre Bistra Ptuj, Styrian Chamber of Commerce and Styrian Technology Park. Economic partners, municipalities and other supporting institutions approached the project later.

In designing the project IOT his developers followed the Europe 2020 strategy, which emphasizes a smart, sustainable and inclusive growth, as well as guidelines from documents that arise from it, such as Horizon 2020. In accordance with the smart specialization the project is content-oriented in priority areas of Horizon 2000 "Health,

IMPACT OF THE PRACTICE

With international partners they added the project IOT a new dimension. Three University of Graz (University of Karl Franzens Medical University and Technical University), University of Trieste and the University of Novi Sad will also follow the vision of the IOT with the regional partners in their environment in achieving greater involvement of universities in the environment and increasing competitiveness of the economy and the exploitation of synergy effects of the integration of the international network in the Danube (podonavje) region. With the aforementioned universities and other institutions in their environment they already participate in the preparation of joint projects, which will gradually realize the objectives of IOT.

University of Maribor and RAZ: UM were based on well-designed innovation - support column IOT by the Steinbeis Europa Zentrum, coordinator of the network Danube Transfer Centres recognized as a suitable regional partner. In June, they also signed a letter of intent accession. Operation of the network Danube Transfer Centres gives the University and the entire regional environment, access to new knowledge and methodologies and facilitates the improvement of services and the effects of international connections.

LESSONS LEARNED

The University of Maribor sees their cooperation with partners in this project in the way, that each Municipality they signed the contract with, sends them the enlistment of ideas or initiatives and they send it to their members, depending on the field of work and then the members through their regular pedagogic- teaching assignments, for example seminar papers, diplomas, master's thesis, PhD thesis do the analysis through study process

and what is essentially already connected to more technological aspect, this is the case then for the IOT project. For example traffic, urban design and so on.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

UNIBILITY PDF
PDF:
http://www.um.si/univerza/iot/Documents/IOT_Inovativne_odprte_tehnologije.pdf

UNIBILITY PDF
PDF:
http://www.um.si/univerza/iot/Documents/2015_03%20IOT%20SZT.pdf

UNIBILITY LINK
LINK:
http://ec.europa.eu/programmes/horizon2020/

UNIBILITY LINK
LINK:
http://ec.europa.eu/growth/industry/key-enabling-technologies/index_en.html

TARGET GROUP

They associate economic partners of the project IOT and development-oriented companies from the Podravje region with knowledge institution. They want to come to a common program that would provide a basis for cooperation, and would be a public-private partnership. Companies would receive knowledge from universities, researchers from the academic world would get to know the real problems in the economy; students would be able to work on projects or teaching units in the companies themselves or in university laboratories. Creating such research and development capacity in the region will accelerate the development of small and medium-sized enterprises.

The IOT project, in addition to the University of Maribor and institutions supportive environment integrates development-oriented

companies in the region : Paloma, Swatycomet, Talum, Gorenje raw material Impol, Perutnina Ptuj, DEM, Wienerberger and P & F Jeruzalem Ormož . Agreements on the Accession of companies are underway, among them the Henkel Maribor. The partnership comprises the Institute of business-production zone Tezno, Craft and Small Business of Slovenia, Municipality of Maribor and Ptuj, Slovenska Bistrica municipality and they are currently negotiating with the Slovenian Chamber of Commerce.

METHODS OF IMPLEMENTATION

Currently they are identifying the needs of companies for the cooperation with the university through collaborative brainstorming among researchers of the University of Maribor and the economy and together they are defining the areas where cooperation would be desirable. At the University of Maribor transfer of knowledge in the economy is already underway within the institutions RAZ: UM, which is the main lever of linking the university with the environment, under the auspices of which the consortium of supporting institutions for entrepreneurs and innovation acts. TechnoCenter UM Office of Technology Transfer, assumes the management of intellectual property, whereas university incubator the Venture Factory acquisition enterprising teachers and students to keep up their own businesses.

In the future, companies that have a common focus could be part of the IOT project, while bringing together the equipment, people, production facilities, processes and jointly create higher added value.

4. 3 Governance

Social Responsibility at the University of Barcelona. The Committee for Social Responsibility and the Office for Internal Control, Risks and Corporate Social Responsibility.

UNIVERSITY:
University of Barcelona

CONTACT PERSON:
jmiret@ub.edu
ividal@ub.edu and Maurici Romero
mromerom@ub.edu

WEB LINK:
**http://www.ub.edu/
responsabilitatsocial/en/index.html**
(The Office for Internal Control, Risks and Corporate
Social Responsibility website)

ELEMENTS OF GOOD PROGRAMME

Impact (local/national/EU)
National visibility
Transferability
Innovative practice
Voluntary programme
"Not-for-profit"
"Cost assumed by the university"

USR-CRITERIA

3 Governance
Vision of organization supporting USR

SHORT DESCRIPTION

Before describing the main characteristics of the Committee for Social Responsibility and the Office for Internal Control, Risks and Corporate Social Responsibility we want to share some of our points of view regarding social responsibility:

'Social responsibility' refers to being aware that our actions impact third parties and that the effect can be either positive or negative. In this context, evolving means taking that into account when we make a decision, that is, trying to minimize our negative impact or, simply, ensure we have no negative impact at all. The next step would be to ensure that our activities have a positive impact on the third parties and groups they affect. And the pinnacle of evolution, in terms of social responsibility, would be to make our decisions regarding actions based on the impact they would have; that is, to invert the perspective used to make the decision. Most organizations decide where to act and then address the impact of their actions. What we are proposing as an evolutionary endpoint is the opposite, namely, that depending on an action's potential impact, we decide whether to do it at all.

The Committee for Social Responsibility
The Committee for Social Responsibility is a political body formed by members of the various stakeholder groups (representatives of civil society, students, teaching and research staff, administrative and service staff and members of the UB's governing team) and is chaired by the rector. The main responsibilities of the committee are to design the guidelines for the progressive implementation of an integrated management model founded in the principles of social responsibility, to set the course that must be followed in the area of social responsibility, and to approve the final text of the Report on Social Responsibility at the UB, compiled by the Office for Internal Control, Risks and Corporate Social Responsibility.

The Office for Internal Control, Risks and Corporate Social Responsibility
In addition to the Committee for Social Responsibility, the Office for Internal Control, Risks and Corporate Social Responsibility is the UB's other unit responsible for matters linked to Social Responsibility. Its functions are divided into two main blocks. The first block, which is Internal Control and Risks, makes use of a comptroller in economic and financial areas in order to provide greater rigour in the management of the UB's resources.

The second block focuses on promoting the values of social responsibility at the University and on the performance of any task assigned to it by the Committee for Social Responsibility. In this respect, we should mention the introduction of the concept of transparency with regard to results achieved in the economic, social and environmental areas. This function is done preparing the annual report on social responsibility. This office reports directly to the Rector.

ROOTS OF THE PRACTICE
(and department)

By its very nature, the University of Barcelona has always had a special social awareness, setting out concrete actions to assist the local community and displaying sensitivity and solidarity with the problems of its workers and students. Although, these actions were based on individual initiatives, there wasn't an integrated policy. This changed following the Elections to the Rector's Office in 2008. In the elections social responsibility was a central tenet in the management system proposed by the winning candidate and his programme targeted the economic, environmental and social development of the institution as a whole. After the elections Dídac Ramírez (the present Rector) and his leadership team came to office and since then, a culture of social responsibility has gradually taken hold throughout the university community, including the student body, the UB's governing bodies, and members of the teaching and research staff and administrative and service staff. In this framework, the Office for Internal Control, Risks and Corporate Social Responsibility was set up in 2009 and the Committee for Social Responsibility in 2011.

LESSONS LEARNED

Although we have no surveys regarding this issue, the existence of the Committee for Social Responsibility and the Office for Internal Control, Risks and Corporate Social Responsibility has helped raise awareness about social responsibility among the university community. In fact, due to its own way of working, both bodies involve many different groups in their activities. The Office for Internal Control, Risks and Corporate Social Responsibility enables the participation of most of our administrative units asking them information to elaborate the annual report on social responsibility. Meanwhile, the Committee for Social Responsibility comprises representatives from our stakeholders and ensures that all our stakeholders feel part of our social responsibility policy.

IMPACT OF THE PRACTICE

The evaluation of the work carried out by the Office for Internal Control, Risks and Corporate Social Responsibility is done by the Committee for Social Responsibility. The committee meets at least once a year, but if it's required other meetings can take place.

Regarding the Committee for Social Responsibility there is no specific evaluation, but because of its composition we consider that a continuous control over its activity is done by the UB's stakeholders.

The assessment of the impacts produced because of the implementation of a socially responsible management model is difficult because social responsibility cuts across all of the UB's activities. Thus, its impacts should be perceived in decision making, the human resources management or the organizational culture. Although, focusing on the impacts produced for the activities developed by the Committee for Social Responsibility or the Office for Internal Control, Risks and Corporate Social Responsibility, we could mention the

obvious social impact linked to the inclusion of social clauses in the procurement of services and purchases of goods by the UB. We could also highlight the cost savings and transparency produced by a control unit as the Office for Internal Control, Risks and Corporate Social Responsibility. Finally, should also be noted the exercise in transparency done with the publication of the annual report on social responsibility.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

UNIBILITY VIDEO

VIDEO:
Video from University of Barcelona

UNIBILITY PDF

PDF:
**http://www.ub.edu/responsabilitatsocial/
docs/en/memoria2013-14_ang.pdf**

TARGET GROUP

· The University of Barcelona
· The university community
· The society

REPORT ON SOCIAL RESPONSIBILITY

University of Barcelona

2013–2014

Universitat de Barcelona

METHODS OF IMPLEMENTATION

The Office for Internal Control, Risks and Corporate Social Responsibility's activities have expanded from simply preparing an annual report on social responsibility to conducting many other activities. Among these other activities we could mention the inclusion of socially responsible terms and conditions in public tenders, preparing a code of social responsibility (pending approval by the UB's governing team), the adaptation of Global Reporting Initiative (GRI) indicators to the context of a higher education institution in order to elaborate a better report on social responsibility, the adaptation of the Economics for the Common Good to the UB, the executive version of the social responsibility report that we elaborate on an annual basis or the participation on the UNIBILITY project. The fact that the UB continues to view social responsibility as crucial can be seen in the UB Management Plan 2013-2016, which has an explicit objective to strengthen social responsibility.

4. 4 Environmental and
      Societal Sustainability

4. 4. 1

BOKU Mobil

ELEMENTS OF GOOD PRACTICE

Impact (local/national/EU)
Transferability
Innovative practice
Non-payable (no fee)
Recognition (grants, donations)

USR-CRITERIA

4 Environmental and Societal Sustainability
Environment care and sustainable development

BOKU - MOBIL

SHORT DESCRIPTION

The University of Natural Resources and Life Science strongly focuses on practical research to promote a sustainable development in society. Thus, maybe more than others, the University of Natural Resources and Life Science assume the obligation to make research findings available to the public. In rural areas, the access to scientific findings is limited. In 2012 the university launched the project Boku-mobil to bring academic knowledge to rural people. Boku-mobil provides different activities to inform the general public about research findings on the topic of soil (and related topics) as a livelihood.

The project acts in the field of USR-criterium 3 (Environmental and Societal Sustainability) because it promotes environmental sustainability among regional stakeholders.

The project is needed because even practitioners who deal with nature on an everyday basis (e.g. in agriculture or forestry) have a deficit of well-funded knowledge on a sound footing: e.g. expertise is lacking to interpret requested agricultural data or to evaluate the individual benefit of auxiliary material. The project aims to bridge the gap between practical and scientific knowledge and offers activities to facilitate this transfer of knowledge.

UNIVERSITY:
University of Natural Resources and Life Sciences, Vienna

CONTACT PERSON:
PD Dr. Ena Smidt and Dr. Johannes Tintner

WEB LINK:
www.boku.ac.at/humusplattform/boku-mobil/

ROOTS OF THE PRACTICE
(and department)

"If people don´t find their way to the university, the university has to head out for its target group in order to leave the academic ivory tower and to increase the visibility and transparency of research."
(Ena Schmit, project leader)

Thus, the university fulfills their social responsibility towards the regional community in educating them in everyday questions of ecological topics. In 2012, the Humus Platform of the University of Natural Resources and Life Science defined/worded the objective to inform the general public about its findings. Ideologically and financially supported by the Vice Rector for Teaching and International Affairs, a team across institutes and departments launched the project Boku-mobil. The permanently expanding team of Boku-Mobil (active researchers, retired professors and students) drives into a (rural) community in Austria and works with participants in their own local environment. In an interactive setting, they elaborate interesting facts on the topic soil and other ecological problems, addressed by the regional initiator.

For the first time in 2012, the Boku-mobil launched an event on the topic of soil and was overwhelmed with enquiries. The research team responded to the need and expanded their thematic profile. Since then, the Boku-mobil organizes up to 7 events each year.

Boku-mobil is funded by Federal Ministry of Science, Research and Economy and the "Österreichische Hagelversicherung" (Austrian hail insurance); it cooperates with the University College for Agrarian and Environmental Pedagogy.

IMPACT OF THE PRACTICE

The Boku-mobil hosts up to seven events every year. Each event counts app. 500-800 people.

Boku-mobil gets booked by a local stakeholder, who defines the needs of the region, and informs the community about the upcoming event. The initiator of the regional events mostly gets informed about the project by word-of-mouth recommendation.

Meanwhile, the regional demand for activities of Boku-mobil are considerably higher than the project´s capacities.

LESSONS LEARNED

- Within the university, the interdisciplinary project is well appreciated. Rector and vice rector for Teaching and International Affairs support the project financially as well as ideologically and recommend to exempt researchers who want to contribute to the project (for a few days a year).

- The project leaders are convinced that researchers who contribute to the project are driven by personal engagement and a strong intrinsic believe in the concern of the project. As long as LLL- and USR-activities don´t come into value for academic careers, projects like this depend on personal motivation.

- Besides the regional attendees, the rector´s office benefits most from the project in terms of outreach, public relations and improved visibility of research performance. The project bears no financial benefit for the university.

- Cooperation with regional stakeholders is necessary to reach the audience.

- The project succeedes if participants feel empowered by new insights and realize that academic research has a positive impact on everyday life and has relevance for all of us.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

UNIBILITY PDF

PDF: Report_Boku-mobil_2016_german.pdf

METHODS OF IMPLEMENTATION

The Boku-mobil drives into a community and presents research findings in an interactive setting. The outdoor events take place between March and October and are held between 9 am and 3 pm. The events are organized by a local initiator, who provide infrastructure and is also responsible for communication and for accessing the target audience. In the run-up of the event, the team of Boku-mobil together with the initiator analyze current needs of the respective community, define topics and create a local soil profile. According to these findings, the Boku-mobil team present up to 10 interactive stations. Participants may carry out different experiments themselves which foster their understanding with complex interrelations. Participants learn about the relationship between human activities and their effects on the environment and can address experts from the university with their questions . The consequences of human activities on the ecosystem are illustrated by small experiments. Thus, practitioners gain a better understanding of ecological questions which helps them to find creative solutions for their individual challenges. The concept assumes that the tactile experience has sustainable effects.

TARGET GROUP

The project addresses people who deal with ecological questions every day (e.g. farmers, viziers, foresters, environmental officers) as well as interested people in rural areas of Austria, who have little to do with the subject. A special focus is put on children as a target group. Participation is free of charge.

About architecture in my city / De-a arhitectura in orasul meu

ELEMENTS OF GOOD PRACTICE

National visibility
Transferability
Quality assurance
Innovative practice
Non-payable (no fee)

USR-CRITERIA

4 Environmental and Societal Sustainability
Environment care and sustainable development

SHORT DESCRIPTION

The practice addresses criteria 3 **- Environmental and Societal Sustainability.**

„De-a arhitectura" („about arhitecture") is a cultural program that aims to familiarize the children with architecture and urban planning, introduced through direct observation and creatively applied. The purpose is to promote the universal values of architecture and built environment as part of the basic education of the future citizens. Rising awarness and civic engagement and responsibility in relation with the build environment from an early age is of great importance for developing the citizenship. This course will give children the basic knowledge to actively participate within their communities in solving issues related to arhitecture and built enviroment.

The goals of „De-a arhitectura" association are:

• to include in the school curriculum the education on architecture and built environment for children and to encourage and guide teachers to use the built environment and architecture as learning resources for other fields of study.

• to promote the architecture and built environment education for children in schools, among teachers and professional organizations of architects.

• to promote in schools the idea of a "quality built environment" as a civic responsibility, with the purpose of increasing the involvement of the future citizens in the planning and design processes that will affect their own living environment.

• to accustom children involved in this program with basic knowledge of architecture and urban planning through direct observation and analysis of the built environment they live in, through application of these concepts in a collaborative creative process, as well as presentation and committing to the results of their work.

• to test experiential learning methods that make use of children's creativity, curiosity, communication skills and their team spirit.

• to promote the role of architects in social development, starting with the school environment and children's families.

• to involve and train built environment professionals in an open exchange of ideas and information, an open dialogue with the public.

UNIVERSITY:
Order of Architects, University of Bucharest and other public&private bodies, RO

CONTACT PERSON:
Miruna Grigorescu, Architect,
Founding member

WEB LINK:
http://de-a-arhitectura.ro/eng/

ROOTS OF THE PRACTICE
(and department)

About architecture in my city is a cultural program of Order of Architects from Romania developed in cooperation with University of Bucharest, Faculty of Psychology and Educational Sciences aiming at familiarizing the children from the primary and secondary schools with issues related to architecture, build environment with special regards to civic engagement and responsibility and sustainable development.
The program is aiming of developing an optional course within the curricula of primary and secondary students.

The first year of implementation was 2012-2013, and presently the curriculum is under approval and validation within Ministry of National Education and Scientific Research.

The resources/funds are provided by the Order of Architects and other bodies (private and public).

LESSONS LEARNED

- this program is an open window to a domain which is not included in the curricula but it is an important part of our daily life and it has a big influence on it;

- the architectural and urban culture of the a society can be enriched through the education of children;

- values of architecture, design and urban planning can be understood by different audiences if motivating and collaborative environments are created.

IMPACT OF THE PRACTICE

Every event organized gather together 15 - 35 children in different grades. The events having different themes take place all around the country. The course "De-a arhitectura in orasul meu" (Play the architecture in my city) alone addressed between 2013 and 2015 163 3rd and 4th classes with 4096 pupils, 156 teachers and 153 architects. All in all, the courses and the workshops and other events organized within the program reached up to now thousands of pupils, hundreds of teachers, parents and architects.

"De-a arhitectura" program has a national impact, due to the fact that all the activities are taking place all around the country. There are also a lot of media appearances and mostly national but also international events where the program is presented and a lot of volunteers working within different activities.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

UNIBILITY LINK

LINK:
http://de-a-arhitectura.ro/portfolio/lectiile-de-a-arhitectura-in-orasul-meu/

UNIBILITY LINK

LINK:
https://www.flickr.com/photos/de-a-arhitectura/8654951038/in/photostream/

UNIBILITY LINK

LINK:
https://www.flickr.com/photos/de-a-arhitectura/8654952906/in/photostream/

TARGET GROUP

The main target group is the students from the primary and secondary schools and the programs are designed and built to support them to develop certain skills which are less used in traditional educational process, such as: skills of interpretation and generalization, representation and visual expression, sense of space, creativity, ability to observe, to perceive and critically analyze the built environment, identifying its values and developing their civic sense and responsibility for it and natural environment, unitive and communication skills, team work.

The program also addresses parents – to bring them closer to their children in this growing process, to look for new information and experiment oportunities for their children; teachers - to help them develop new concepts and quality educational resources and to facilitate them access to new educational strategies and resource persons from the community and architects – to open their minds to this community by new communication channels.

METHODS OF IMPLEMENTATION

Within the "De-a arhitectura" cultural program complementary educational programs are developed, with the aim of bringing in school knowledges about architecture and built environment.

Since the first year of implementation, several programs have been developed, including architecture workshops, afterschool training activities having place in different locations around the country (schools, kindergartens, architecture universities, etc.), excursions and optional courses for schoolchildren. There are several optional courses developed, i.e "De-a arhitectura in orasul meu" (Play the architecture in my city), "De-a arhitectura afterschool" (Play the architecture afterschool), "De-a arhitectura in scoala mea" (Play the architecture in my school).

"De-a arhitectura in my city" is an educational program for the 3rd and 4th grades already accredited by the Ministry of National Education and Scientific Research) included within national curricula, which encourages and develops students' creativity, makes them aware of what is happening in the city they live in, and it helps them discover how fascinating architecture can be. The program has a written course, curriculum, a student workbook and numerous visual educational resources. This course is based on experiential learning technique, and its structure has 4 important parts: observation, analyze of the building and showing the final result. The first part of this endeavor aims at collecting information through direct experiences: town explorations, experiments, games, showing suggestive images, while the second part consists in implementing all the things we have learned before and building a team work project. For this optional course about architecture and built environment each school year will end with an exhibition of all the projects made by children. During this program, students will develop their skills of observation/ noticing, perception and critical analysis of built environment of their city. They will develop their creativity and will enrich their sense of space and visual culture. Also, they will improve team work abilities, collaboration and communication skills. This program is a great way to stimulate civic sense/ mind. An architect will be attending the classes during the teaching process and she/he will supervise the project.

The University of Barcelona sustainability plan

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University of Barcelona

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jordi.serra@ub.edu

WEB LINK:
http://www.ub.edu/plasostenibilitat/

ELEMENTS OF GOOD PROGRAMME

Impact (local/national/EU)
National visibility
Transferability
Innovative practice
Voluntary programme
"Not-for-profit"
"Cost assumed by the university"

USR-CRITERIA

4 Environmental and Societal Sustainability
Environment care and sustainable development

SHORT DESCRIPTION

We have ticked environmental care and sustainable development because it probably is the option more linked to the UB Sustainability Plan, but in fact the Plan has a holistic approach and, as a result, almost all the options within the environmental and societal sustainability should be ticked.

The UB Sustainability Plan is a tool for planning the environmental sustainability at the University of Barcelona. This Plan sets out 10 strategic lines for specific subjects or areas of work. For each strategic line, a set of operational objectives are defined and a series of specific actions are established to meet each objective. In total, 128 actions are established, in addition to 16 that did not appear on the original list and remain contingent on the availability of resources or on implementation opportunities.

The University has created this Plan in accordance with its objective to better integrate environment in every activity developed within the university (research, teaching and managerial tasks) and at all hierarchical levels of the organization. At the same time, the Sustainability Plan is an instrument to strengthen the efficiency of infrastructure and services.

ROOTS OF THE PRACTICE
(and department)

The UB has been working in the integration of the environment in its activity since the Earth Summit in Rio de Janeiro (1992), when the countries taking part in the meeting created the foundations of sustainable development. In 2003, the establishment of a Commission of Sustainability was incorporated in the University of Barcelona Statute. This Commission had to elaborate an action plan in the environmental field. Finally in 2012 the UB Sustainability Plan was approved.
The plan is coordinated by the Delegate of the Rector for Sustainability.

The programme has no specific budget or funding to encourage its development and, as a result, the actions only progress through the work done by OSSMA's staff (the department in charge of the technical coordination of the Sustainability Plan) and the support of other administrative units who boost some of its actions (for instance the control and maintenance of the infrastructures).

IMPACT OF THE PRACTICE

For controlling the development of the Sustainability Plan, the UB also elaborates the Sustainability Plan Monitoring Report on an annual basis. This document is approved by the Commission of Sustainability and after that presented to the UB Senate.

The Sustainability Plan is evaluated from various levels. Initially, a full evaluation of the level of application of all actions included in the aforesaid Plan is done. By doing that we have the overall picture of the situation. Secondly, the results achieved with the Sustainability Plan are checked with a set of external indicators such as the Green Metric

World University Ranking or the environmental self-diagnostics system designed by the university sustainability evaluation group of the Conference of Rectors of Spanish Universities (CRUE). In both evaluation systems the results are similar to the results obtained through the internal evaluation done in the Sustainability Plan. And finally, the UB uses different sustainability's indicators that reflect the implementation of actions collected on the Plan and the environmental impact (positive and negative) of the UB's activities. Examples of these indicators are the energy and water consumption, the municipal waste management (the quantities generated, proportion of separate collection) or the paper consumption.

During the last 3 years the Sustainability Plan has evolved positively but at a slower pace than wanted. That happens because as noted above, the actions within the programme only progress through the work done by OSSMA's staff and the support of other administrative units who boost some of its actions (no specific budget). In spite of these limitations, a 26% of the planned actions have been finished or are in an advanced stage, a 22% are in progress and 12% are still at the beginning. The results in these three years show a significant progress in the strategic lines of Mobility, Waste and Energy and resources (energy and water consumption, mainly). At the other extreme the Territorial organisation and sustainable construction (new buildings), the Environmental quality, the Communication and awareness, and the Research on environmental sustainability have the lesser level of application.

The UB doesn't make an overall assessment regarding the impacts of the Plan because the plan can affect in many different areas and there is no way to analyse the impacts in each

one of them. Although, some promising results have been seen in several fields. For instance, between 2010 and 2014, a decrease of 14% in the energy consumption was achieved. Regarding the gas and the water, the reduction was 33% and 28% respectively. Besides, the consumption of paper was reduced by 10 % between 2011 and 2014. All these reductions in the consumption of residues lead to a similar reduction in spending.

One of the strengths of the Plan is that has allowed us to find out the real importance of some of the UB impacts. One noteworthy example is regarding the mobility. Before the Sustainability Plan we only had partial data, but now we know that the daily communiting of the university community is the activity that produces the greatest environmental impact in the UB, with about 24,500 tons of CO_2 emissions per year. Our second greatest impact is the energy consumption, which produces as much as 14,500 tons of CO_2 per year. In addition, the wastes generated were reduced by 22% between 2011 and 2015, and currently about half of the approximately 5.5 tons of wastes generated on a daily basis are selected waste collection.

LESSONS LEARNED

The practice is seen positively within the university community and has an obvious impact with the improvements achieved in several areas related with the environment. One lesson learned is that even without a large budget, substantial improvements can be achieved if the organisation follows the right policy.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

The Sustainability Plan sets out a series of monitoring indicators that are updated each year. The most recent edition is the Monitoring Report 2015(in Catalan) , which contains data corresponding to the academic year 2014-2015.

UNIBILITY VIDEO

VIDEO:
https://youtu.be/5DjhKMsHaY8

UNIBILITY PDF

PDF:
http://www.ub.edu/ossma/wp-content/uploads/2016/03/memoria-pds-2015.pdf

METHODS OF IMPLEMENTATION

As has been noted above, the UB Sustainability Plan establishes 10 strategic working lines and 128 actions.

Pla de Sostenibilitat*UB

* Sustainability Plan

Strategic lines

- Sustainability Research
- Natural Values
- Curricular Greening
- Spatial Planning & Sustainable Construction
- Cooperation & Volunteering
- UNIVERSITAT DE BARCELONA
- Mobility
- Communication & Awareness
- Energy & Natural Resources
- Environmental Quality
- Waste
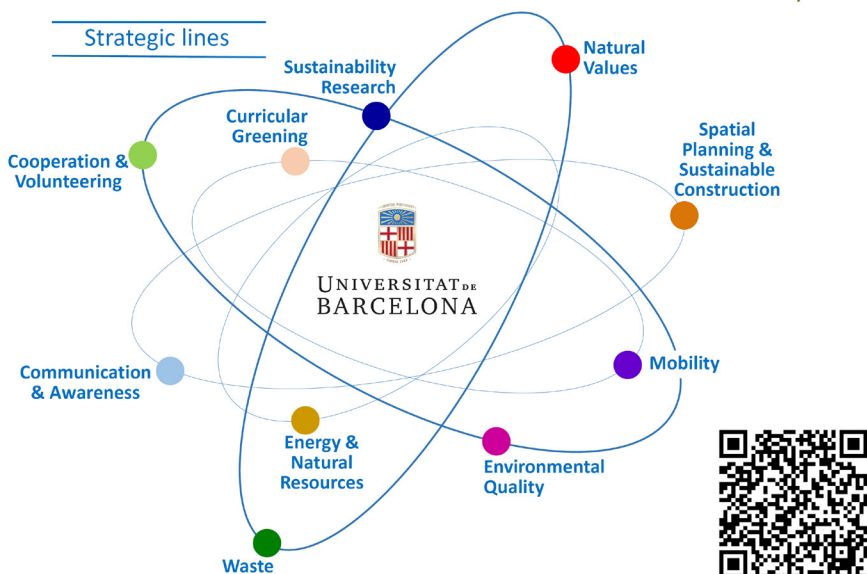
TARGET GROUP

The society as a whole.

4. 5 Fair practices

BkUB: a special programme of economic measures aimed at assisting students with payment of tuition fees

ELEMENTS OF GOOD PROGRAMME

Impact (local/national/EU)
Transferability
Innovative practice
Voluntary programme
Not-for-profit
Cost assumed by the university
Social inclusion

USR-CRITERIA

5 Fair Practices
Policies related to equality

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WEB LINK:
http://www.ub.edu/bkub/
(in Catalan)

SHORT DESCRIPTION

In accordance with the provisions of the Statute of the University of Barcelona and commitments made by the management team, the vice-rector for Teaching and Language Policy invites applications for financial aid under the special bkUB programme. The aim of all bkUB programme actions is to support students in order to ensure that financial difficulties do not prevent anyone from studying at the UB.

The funding for the bkUB programme is €600,000 per year. Each type of grant within the programme is allocated an amount that may be increased depending on the results of the calls it encompasses.

ROOTS OF THE PRACTICE
(and department)

The bkUB programme grew out of discussions held with student associations, particularly the Catalan Student Association, in the 2011/12 academic year. In the course of that year, there was a significant increase in tuition fees for a number of official master's degrees, which had a particular impact on students who had completed the first year of a two-year master's course and had a year left to go. To mitigate the impact of higher fees, and bearing in mind the prospect of further significant tuition fee increases in the coming years (for both bachelor's and master's degree courses), a decision was made to establish a framework for providing support to students and carrying out actions and programmes aimed at addressing situations that could arise.

This initial intention was made concrete in the 2012/13 academic year, when grants were offered for students repeating subjects and for new students. In the 2013/14 academic year, grants for students affected by unexpected changes in their personal circumstances were offered for the first time, and 2014/15 was the first year grants were offered for learning of foreign languages and certification of language skills, in accordance with a requirement established by the Government of Catalonia.

The funding for the bkUB programme is €600,000 per year.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

UNIBILITY VIDEO

VIDEO:
https://youtu.be/5DjhKMsHaY8

TARGET GROUP

The students.

IMPACT OF THE PRACTICE

At the end of each academic year, the vice-rector responsible for the programme receives reports on outcomes. This information is analyzed and used to fine-tune the definition, criteria and funding of each type of grant. The review is carried out with the participation of all of the units involved and includes an overall assessment by the Rector's Office and the UB General Manager's Office.

The number of applications received and grants awarded under the bkUB programme has increased progressively and results have varied from year to year and according to the grant type. The fourth edition of the programme is being run in the 2015/16 academic year. In the most recent completed edition (2014/15), a total of 664 applications were received.

LESSONS LEARNED

Making this economic effort, the University of Barcelona ensures that no student have to abandon his studies for economic reasons. The University of Barcelona is aware that its students have very different personal and economic situations and, as a result, offering options to suit all of them we ensure a much better and fairer organisation.

METHODS OF IMPLEMENTATION

The following grants are being offered in the 2015/16 academic year:

• for students who meet certain special conditions, grants to mitigate the effect of higher tuition fees for subjects repeated for the first time;

• grants for new students who are not eligible to receive general grants as a result of changes to academic requirements;

• grants for students whose financial or personal circumstances change after the deadline for applying for a standard public grant – grants for students affected by unexpected changes in their circumstances;

• grants to take courses at the UB's School of Modern Languages in order to attain CEFR level A2 or B1, or sub-level B2.1 or B2.2.

Grants are managed and allocated by Student Services and Programmes. Applications are made via a web form that is submitted to the UB registry. The process includes the transfer of information to databases prepared and administered by staff responsible for first- and second-cycle grants, and the obtaining and incorporation of academic and enrolment data. In the case of unexpected changes in personal circumstances, the affected students are usually interviewed.

They are also provided with information on alternatives and services that may be of assistance (other grant programmes, support available from the UB social worker, etc). The allocation of grants is determined by the corresponding evaluation committee, and these committees include student participation.

In addition to the four types of grants already mentioned, other actions have been taken to support students within the framework of the programme. More information is provided at the bkUB website: **http://www.ub.edu/bkub/.**

The main actions are as follows:

• facilitating the payment of tuition fees in more instalments (in view of the higher fee for each credit);

• assisting/orienting students with respect to applications for general grants or means-tested equity grants and applications for certification of their financial circumstances;

• conditionally enrolling students applying for general grants who have received certification confirming their eligibility to receive a grant based on their financial circumstances, or who received a general grant for the previous year.

President's Award for Engagement

ELEMENTS OF GOOD PRACTICE

Impact (local/national/EU)
National visibility
Transferability
Quality assurance
Innovative practice
Non-payable (no fee)

USR-CRITERIA

5 Fair Practices
Promotion of fair and equitable procedures
and procurements

SHORT DESCRIPTION

The President's Award for Engagement is designed to celebrate the engagement of all staff and students with the life of the wider community and to make awards for the top entries in the Staff and Student categories. This award recognises outstanding contributions by staff and students to the engagement mission of DCU. Engagement is defined widely to embrace civic engagement, public engagement, enterprise engagement, sustainability engagement and student engagement. Entries for the Award can cut across the various areas of engagement. The President's Award for Engagement rewards, celebrates and showcases the many ways in which DCU staff and students engage with and advance the society in which we are embedded thus promoting civic engagement values as core to university activities. The Award is needed as it reflects DCU's engagement and leadership at local, regional and global level; embraces civic, public and engagement domains, and reinforces DCU's commitment to enterprise, innovation and transformation.

UNIVERSITY:
Dublin City University

CONTACT PERSON:
Dr. Deiric Ó Broin, Chairperson of DCU
Civic Engagement Forum

WEB LINK:
https://www.dcu.ie/president/presidents-annual-awards.shtml

ROOTS OF THE PRACTICE
(and department)

DCU Civic Engagement Forum established this USR practice. This idea evolved from the work of DCU's Civic Engagement Forum at DCU, which includes representatives from DCU Schools, Faculties, Administrative Units and students. The first President's Awards for Engagement were held in 2010. Since then, the awareness of the Awards has grown and 2015 saw a record number of 40 nominations submitted with over 120 attendees at the Awards Ceremony. The Awards themselves are funded through DCU President's Office; however, both the members of Civic Engagement Forum, and the members of the judging and selection panel, contribute their time on a voluntary basis in preparation for the ceremony. Five main areas of engagement are currently identified for staff and student eligibility to be considered for the Award.

Civic engagement
These are initiatives involving community partners that are committed to social regeneration and community empowerment. Impact on the community is particularly relevant as is the direct engagement of DCU schools and units.

Public engagement
Through public engagement, be it through the media or other avenues, DCU staff play an active role in the wider debates in society around the future of the city and the nation. Making a mark, making a difference are key attributes in this domain.

Enterprise engagement
There are clear links between civic and enterprise engagement as recognized by the higher education strategy. This award will highlight social enterprise which promotes social regeneration and local economic development.

Sustainability engagement
This area recognises the need to balance economic, environment and social factors through all our activities, teaching and learning, research and innovation, our own campus operations as well as through our engagements with businesses and the community to create a sustainable future for all.

Student engagement
This category includes charity work, volunteering, social enterprises or any other activity in which DCU students engage in a not-for-profit sense with the local or regional community.

IMPACT OF THE PRACTICE

Each year four outstanding projects are selected by the judging panel. It is culmination of a rigorous selection process and wide interest from DCU staff, students and collaborating colleges. For example, last year in total there were 40 nominations. All projects are assessed for their internal and external impact, as follows:

Internal Impact - Impact on the Wider DCU Community
- Personal impact on students or staff: contribution to the development of Generation 21 Graduate Attributes
- Personal and professional transformation: changing personal perceptions and attitudes, fostering personal growth and development of new skills, promoting reflection
- Contributing to the quality of the "learning experience"
- Promoting innovative approaches to academic programmes, assessment, innovative practices in teaching and learning
- Facilitating the introduction of widespread Community-Based Learning and Community-Based Research as learning methodology
- Fostering the maximum development of academic, non-academic abilities and skills for meaningful contribution to society

External Impact - Community Relevance
- Community transformation: tangible contribution to economical, educational, social or cultural change in the community
- Contribution as an economic driver to the sustainable socio-economic and environmental development of the wider community
- Active role in the civic, social, cultural development and wellbeing of the wider community
- Benefits to the wider community (local, regional, national)
- Addressing community needs
- Advancing the public good by utilising university resources

The following are two examples from the Presidents' Award one represents the winning staff team category and the second is an award of special mention for student initiative.

President's Awards for Engagement 2015:
President's Awards for Engagement –
Winner Staff Category

The ComputeTY Team – Dr Jennifer Foster,
Mr Gary Conway and Ms Christine Stears
(School of Computing)
Now in its tenth year, ComputeTY is a
technology course run by the School of
Computing for transition year students.
The course aims to introduce and promote
interest in computer science as a third level
subject to school children, many of them in
socio-economically disadvantaged areas.
Approximately 400 students attend the
programme each year and topics covered
include web design, programming and mobile
app development. The members of the panel
commended ComputeTY team for addressing
the issues of gender imbalance in computer
science and STEM areas and for assisting young
people in making more informed choices
about their future education.

President's Award for Engagement Special
Mention Student Category Disability
and Learning Support Service – Student
Volunteer Team on the "Addressing the
Double Disadvantage" Programme

The programme addresses the challenge
of a "double disadvantage" existing among
secondary school students. As well as being
from socio-economically disadvantaged
backgrounds, some students also experience
an additional challenge of having a physical,
learning or sensory disability, which adversely
affects the chances among the cohort in
progressing to higher education. In the
academic year 2014/2015 a team of DCU
student volunteers (who themselves have
disabilities), led delivered outreach workshops
in 20 DEIS schools linked with the university
engaging with some of the most vulnerable
young people in our society.

The judging panel members recognised the
role the volunteer team played in promoting
inclusive education, and highlighting DCU as a
university truly open for all.

LESSONS LEARNED

The Presidents' Award is well respected civic
engagement initiative among students,
staff, the wider DCU community including
collaborating networks, community and
business partners. Since the Awards were
established the criteria has been fine tuned to
meet the growing interest in civic engagement
on campus and in the wider community. The
number of nominations for the Award has
grown steadily since the first year (2010) as
did the number of attendees at the annual
ceremony. For the 2015 awards, there were 40
nominations, demonstrating the regard and
popularity of the Award.

TARGET GROUP

This USR practice targets DCU and
incorporating colleges' staff, students and
local community groups.

MATERIALS AND ADDITIONAL
INTERACTIVE MATERIALS

UNIBILITY
LINK

LINK:
www.dcu.ie/president/presidents-
annual-awards.shtml

METHODS OF IMPLEMENTATION

The timeline for the Awards (nomination
process, selection, evaluation, judging,
and the Ceremony date) are agreed by the
members of DCU Civic Engagement Forum
at one of quarterly meetings. The judging
panel for the awards is suggested and
signed off at DCU Civic Engagement Forum
with panel members being representatives
of: DCU academic staff/faculty members,
administrative staff and Community/NGO/
voluntary sector representatives. There are four
awards: President's Award for Engagement
-- Staff Category €1000; Special Merit Award--
Staff Category €500; President's Award for
Engagement -- Student Category €1000;
Special Merit Award-- Student Category €500.
The awards are on annual basis presented
by the DCU President at a ceremony each
April at DCU's Helix venue. Nominees are also
encouraged to display posters during the
Award ceremony (samples of posters, bottom
of the page: https://www.dcu.ie/community/
presidents-award-2015.shtml). Individuals
or groups can self-nominate or they can be
nominated by colleagues or community
or other appropriate external agencies.
Endorsements from community and enterprise
partners are also welcomed. The evaluation
criteria developed by DCU Civic Engagement

Forum representatives include:

1) Fit with DCU Engagement
    Strategic Objectives;
2) Internal Impact - Impact on the Wider
    DCU Community;
3) External Impact - Community
    Relevance and
4) Sustainability.

SAEDUP: promoting access to disabled students at University of Porto

ELEMENTS OF GOOD PRACTICE

Impact (local/national/EU)
National visibility
Transferability
Innovative practice
Non-payable (no fee)

USR-CRITERIA

5 Fair practices
Organizational governance promoting
pluralism and diversity
Policies related to equality
Professional support for specific needs of students
and staff

SHORT DESCRIPTION

SAEDUP is a network of professionals that support disabled students at the various departments of the University of Porto, by making the environment more flexible and diverse, and by raising awareness to the issue. It is included in a larger network of professionals called GTAEDES that was created in 2007 by various Portuguese universities with the involvement of the National Institute for Rehabilitation. SAEDUP, as the support office for disabled students at the University of Porto, has contributed to the creation of various policies and practices to promote access and progression of disabled students. Its code of practice emphasizes the active involvement of disabled students in the decision-making process regarding their specific needs.

UNIVERSITY:
University of Porto

CONTACT PERSON:
Alice Ribeiro, Faculty of Arts (coordinator)

WEB LINK:
http://sdi.letras.up.pt/default.
aspx?pg=saedup.ascx&m=11

ROOTS OF THE PRACTICE
(and department)

In 1995 the Student Union of Faculty of Arts created the Support Office for Blind Students due to a lack of specialized services and technical aids for these students. In 2000, SAEDUP is created, amplifying the offer of support services for disabled students in University of Porto. The coordination team is still based at the Faculty of Arts and each faculty has a member staff that is part of SAEDUP. The 50.000 euros/annual budget covers all the needs specified by disabled students and it comes from the budget of University of Porto.

IMPACT OF THE PRACTICE

In 2014-2015, the University of Porto counted with 154 students with special needs.

SAEDUP is included in a larger network of professionals called GTAEDES that was created in 2007 by various Portuguese universities with the involvement of the National Institute for Rehabilitation. GTAEDES aims to promote knowledge about the situation of disabled students in HEI and to foster recognition and influence legislation, serving as a support community for professionals, a context for research regarding the situation of disabled students across the country and an advocacy group for the rights of disabled students. However, their role seems to be limited to professionals and there is no involvement of disabled students as partners. On the other hand, SAEUDP work is greatly influenced by the involvement of disabled students in their practices. SAEUDP has defined clear policies on disability at the University of Porto that are models for other Portuguese universities,

by allowing the definition of inclusion measures according to individual needs. Also, in this process the whole academic community is involved (staff, services and other students). SAEDUP also works with BAES|Open Library for Higher Education – accessible information produced in HEI. Evaluation of efficacy has been compromised due to insufficient data or anynomous issues and the service has been trying to include this evaluation in the pedagogical surveys in the future.

LESSONS LEARNED

SAEDUP professionals network facilitates access and progression for disabled students, and have the advantage of combining a university level policy and resources with local support in each department. However, it is clear that existing research at the various faculties (e.g., Psychology and Education, Sports, Engineering) has clearly contributed to a growing awareness of the rights of disabled students. For instance, in the recent years a research group at the Faculty of Psychology and Education has done some intensive work in deaf studies (e.g., Felizes, Coelho, Mendes & Vaz, 2012) that resulted in a stronger recognition of the needs and rights of deaf students and the offer of training in the field that was quite appealing to the deaf community and caused a larger access of these students; the first PhD by a deaf researcher was completed on July 2013 at the University of Porto. This demonstrates the great potential of the link between research and practice in order to foster the inclusion of disabled students in the university.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

METHODS OF IMPLEMENTATION

SAEDUP, as the support office for disabled students at the University of Porto, has contributed to the creation of various policies and practices to promote access and progression of disabled students, including a chart of rights and support for disabled students, the existence of support services/person at every department, a tradition in support services for students (e.g., braille library and conversion services), technical aids (special computers and other …), specialized services (tutors, personal assistants for students with mobility problems, interpreters in classes, …). SAEDUP code of practice emphasizes the active involvement of disabled students in the decision-making process regarding their specific needs and the determination of the resources that should be made available to guarantee their inclusion and progression at the University. SAEDUP also offers training on accessible information. The University of Porto is the only portuguese university that offers personal assistance for disabled students, based on independent living measures.

TARGET GROUP

Disabled students and their teachers.

5. Conclusion

In the presented USR Toolkit of practices the partners of the UNIBILITY project tried to present some interesting examples of already established practices in the field of social responsibility of universities. We are well aware that the universities as research and educational institutions are responsible for the development and training of involved participants and personnel which will represent an important intellectual core in the future, and are thus the most important asset of modern times. The level of responsibility that rises according to the size of each university is even greater, because the educational field is not only concerned with the excellence in providing knowledge, and with transferring scientific methodologies into practice – it is much more than that and covers a broader context.

Therefore, **UNIBILITY** project aims to:
- enhance the commitment of universities in local communities;
- develop strategies how universities can increase their social responsibility actively on student and researcher level;
- develop practical service learning projects impacting the social environment;
- develop training materials and train university management and students in "University Social Responsibility" (USR) and

- create learning networks between universities and local businesses, the environmental sector and the social sector.

The above objectives were chosen due to the increasing awareness of the importance of education, and because the social responsibility of universities has for a long time been somehow overlooked. Universities are carriers and creators of knowledge and as such they have a major responsibility towards their employees, students and the local environment in which they operate. In that sense UNIBILITY partners tried to pursue these objectives, generated in collaboration with different universities, in order to cover the areas representing an immediate positive effect.

The project partners have high hopes that the examples presented in the USR Toolkit are an eloquent indicator of how effectively universities can take care of the local implementation of activities in the field of social responsibility and could be launched also in other European countries. To this end, our project team researched and collected text materials, connected with University's Social Responsibility and summarized them in the USR Reader (which is also one of the

results of the UNIBILITY project). We upgraded it with examples of USR practices, which are published in this Toolkit, and along with that we also prepared two educational courses: one for the staff of the Universities, to raise awareness of the importance of social responsibility, and the other for students and researchers, which aims at dissemination and practical implementation of the project results in the local environment. Raising awareness of the importance of social responsibility for the development of individual universities, the related implementation criteria and instruments which will enable the introduction of socially responsible practices in the internal and external activities of the University, and ultimately enhancing the quality of life in local environments, are the objectives pursued by the partners of the UNIBILITY project.

Our contribution, i.e. the hereby presented methods and examples of practices, represents a small but important step towards a greater integration of social responsibility in European universities and, consequently, towards the unification of social responsibility activities of Universities at a European level.