

### GENERAL INFORMATION

<b>Title</b>	<b>Occasional social aid scholarship</b>
<b>Key words</b>	Students from social disadvantaged backgrounds, scholarship, retain
<b>Objectives</b>	To ensure financial support for students that encounter different types of social and financial difficulties
<b>Phase of studies</b> ( <i>Choose all phases it applies</i> )	Access X Retain X Graduation Transition to work-life
<b>Type of degree</b> ( <i>Choose all degrees it applies</i> )	Bachelor's X Graduate X Master's X
<b>Level</b> ( <i>Choose all levels it applies</i> )	International National X Institutional X Faculty Group Individual
<b>Name of the institution</b>	University of Bucharest
<b>Location</b> ( <i>City and country</i> )	Bucharest, Romania
<b>Target group/s</b>	<ul style="list-style-type: none"> <li>- disadvantaged students</li> <li>- students orphaned by both parents', coming from orphanages or foster care;</li> <li>- Students whose family haven't obtained in the last three months an average income per month/ per family member less than 75% of the minimum national wage.</li> <li>- maternity grant is assured to student or students whose wife has no income and consists it of a scholarship for childbirth and motherhood and a grant to purchase clothing newborn baby students</li> <li>- may be granted the scholarships in case of death of student's family member</li> </ul>

<b>Stakeholders involved</b>	The university senate, administrative staff, Ministry of Education and Research
<b>Description of the organisational process</b> <i>Actors, triggering evidence, campaigns, graph... (max. 300 words)</i>	The students from above mention category will receive an amount of 80 euro (300 lei) with the condition that the student has fulfilled with his/her students duties (attended university courses). The social aid scholarships are allocated based on the average monthly net income.

### A. FORMAL EVALUATION CRITERIA

<b>A1. ACCESS TO INFORMATION</b> <i>Provide sources of information (URL, websites, literature, materials)</i>	<a href="http://www.unibuc.ro/n/student/Bursa_de_ajutor_ocazional.php">http://www.unibuc.ro/n/student/Bursa_de_ajutor_ocazional.php</a>						
<b>A2. TIMEFRAME</b> <i>Since when has it been in use? What is its maturity level (initial, intermediate, advanced)? Describe if there is evidence of its duration in the long rung. (max. 70 words)</i>	From 1998 it is stated in the National Law of Education						
<b>A3. NUMBER OF STUDENTS</b> <i>How many students are involved? Is the number representative considering the target group?</i>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 30%;">Year</td> <td style="width: 35%;">2014-2015</td> <td style="width: 35%;">2015-2016</td> </tr> <tr> <td>No. of students</td> <td>191</td> <td>200</td> </tr> </table>	Year	2014-2015	2015-2016	No. of students	191	200
Year	2014-2015	2015-2016					
No. of students	191	200					
<b>A4. SCALABILITY</b> (“volume”) <i>Describe how it has been or can potentially be scaled up and practiced in a wider scale. Or, has it been or can it potentially be scaled down (e.g., from larger to smaller institutions)? (max. 70 words)</i>	It can be potentially scaled up to other vulnerable groups in higher education and also to a larger scale of problems that students may encounter during their studies.						
<b>A5. TRANSFERABILITY</b> (from one context to another) <i>Describe how it has been or can potentially be transferred and applied to different (a) target groups, (b) institutions, and (c) societies. If possible, name also some practices that this initiative was developed from or has inspired to. (max. 70 words)</i>	This practice covers a large number of target groups and it can be applied to different institutions.						
<b>A6. ASSESSMENT</b> <i>Describe how it has been evaluated. How has it proved its relevance as the most effective way to achieve the objective? How it was successfully adopted? How it has had a positive</i>	Self-evaluation has been used to measure the impact of this programme. Yearly evaluations are made, that provide information about the number of students that had access, throughout one university year, at this type of scholarship.						

*impact on people? How the impact has been measured? Shortly describe how various forms of evaluations have been used in the assessment (A6.1 User evaluation, A6.2 Self-evaluation, A6.3 Peer evaluation, A6.4 External expert evaluation). Provide references, if possible. (max. 200 words)*

**A7. CONTACT**  
*Who can be contacted so as to seek support and networks for implementing the practice (name, position, e-mail)?*

dr. Florin Marius ION  
 Director of Dorms and Canteen Department, University of Bucharest  
[ion.florin@rectorat.unibuc.ro](mailto:ion.florin@rectorat.unibuc.ro)

**B. CONTENT EVALUATION CRITERIA**

**B1. SOCIAL JUSTICE PRINCIPLES (see Nelson & Creagh, 2013)**

<b>B1.1 Self-determination</b> <i>Rate and Justify (max. 70 words)</i>	Very weakly <input type="checkbox"/>	Weakly x	Well <input type="checkbox"/>	Very well <input type="checkbox"/>
<i>(how students have participated to its (a) design, (b) enactment and (c) evaluation and how they can (d) make informed decisions about the participation)</i>	Students do not have an impact on the design of this scholarship, taking into consideration that both the vulnerable group categories and the amount of money is stipulated at a national level. Students make informed decisions about the participation because they have to apply in order to get this scholarship, by gathering relevant documents that sustain their social status, according to their group target (e.g. documents that prove they are orphans, that there has been a death case in their families, etc.).			

<b>B1.2 Rights</b> <i>Rate and Justify (max. 70 words)</i>	Very weakly <input type="checkbox"/>	Weakly x	Well <input type="checkbox"/>	Very well <input type="checkbox"/>
<i>(how it is assured that all participants are treated with dignity and respect. How have their individual cultural, social and knowledge systems been recognised and valued?)</i>	Taking in consideration that this social aid is granted only for special problems and only once, there are no repercussions on cultural and social level, but only on financial level.			

<b>B1.3 Access</b> <i>Rate and Justify (max. 70 words)</i>	<i>Very weakly</i> <input type="checkbox"/>	<i>Weakly</i> <input type="checkbox"/>	<i>Well</i> <input type="checkbox"/>	<i>Very well</i> <input checked="" type="checkbox"/>
<i>(how it is assured that there is an active and impartial access to the resources (e.g., curriculum, learning, academic, social, cultural, support, and financial resources))</i>	There are special procedures at university level in order to ensure that there is impartial access to this occasional social aid.			
<b>B1.4 Equity</b> <i>Rate and Justify (max. 70 words)</i>	<i>Very weakly</i> <input type="checkbox"/>	<i>Weakly</i> <input type="checkbox"/>	<i>Well</i> <input type="checkbox"/>	<i>Very well</i> <input checked="" type="checkbox"/>
<i>(how if it openly demystifies and decodes dominant university cultures, processes, expectations and language for differently prepared cohorts)</i>	Does not have these types of implications.			
<b>B1.5 Participation</b> <i>Rate and Justify (max. 70 words)</i>	<i>Very weakly</i> <input type="checkbox"/>	<i>Weakly</i> <input type="checkbox"/>	<i>Well</i> <input type="checkbox"/>	<i>Very well</i> <input checked="" type="checkbox"/>
<i>(how it has led to socially inclusive practices. How does it increase students' sense of belonging and connectedness?)</i>	It supports students in problematic matters in order for them to be able to continue their studies.			
<b>B2. COLLABORATION</b> <i>Describe what kind of collaboration there is between various stakeholders. (max. 70 words)</i>	The University Senat collaborates with the Ministry in order to ensure methodological procedures. Ministry ensures the financial support and the university has special procedures to grant the aid.			
<b>B3. STUDENT SATISFACTION</b> <i>Describe the student perception of this initiative. Is there evidence of their satisfaction? (see also A6.1) (max. 200 words)</i>	There is no evidence of the student satisfaction regarding this type of scholarship.			
<b>B4. STUDENT WELLBEING</b> <i>How does it influence on students' (a) psychological, (b) social, (c) academic, and (d) physical wellbeing? What kind of evidence there is? (max. 200 words)</i>	Ensures the social wellbeing because it ensures financial support for occasional problems that students encounter during their studies.			

### C. FINAL REFLECTIONS

(based on the previous description of your good practice)

<p><b>Success factors</b>  <i>What are the factors required for the successful implementation? (max. 200 words)</i></p>	<p>The students that benefited from this aid, don't drop out.</p>
<p><b>Sustainability</b>  <i>What is needed for the practice to sustain? What resources are required? How it contributes to environmental, economic or social sustainability? (max. 200 words)</i></p>	<p>Financial resources from other sources other than the Ministry. Perhaps, the university should find alternative ways of funding or use internal funds to support this scholarship, so that more students can have access to it.</p>
<p><b>Challenges</b>  <i>What are the constraints identified? How easy it is to learn and implement? (max. 200 words)</i></p>	<p>Large number of students apply for this aid, but only a few are granted because of limited financial resources.</p>

#### Sources

Kunttu, K. 2005. The study ability model. The Finnish Student Health Service (FSHS). ([http://www.yths.fi/filebank/692-ENG\\_OPIKELUKYKYMALLI\\_pdf.pdf](http://www.yths.fi/filebank/692-ENG_OPIKELUKYKYMALLI_pdf.pdf))

Nelson, K & Creagh T. 2013. A Good Practice Guide: Safeguarding Student Learning Engagement. Queensland University of Technology. Brisbane, Australia. ([http://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU\\_Good-practice-guide\\_eBook\\_20130320.pdf](http://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_20130320.pdf))