

GENERAL INFORMATION	
Title	Social aid scholarships
Key words	Students from social disadvantaged backgrounds, scholarship, retain
Objectives	To ensure financial support from students coming from social disadvantaged groups
Phase of studies <i>(Choose all phases it applies)</i>	Access X Retain X Graduation X Transition to work-life
Type of degree <i>(Choose all degrees it applies)</i>	Bachelor's X Graduate X Master's X
Level <i>(Choose all levels it applies)</i>	International National X Institutional X Faculty Group Individual
Name of the institution	University of Bucharest
Location <i>(City and country)</i>	Bucharest, Romania
Target group/s	<ul style="list-style-type: none"> - Students who have not obtain, the last three months, a monthly average net income (per family member) higher than the minimum wage in the country; - orphan students by both parents , who come from orphanages or foster care; - students sick with tuberculosis, those suffering from diabetes, malignancy , malabsorption syndromes serious , chronic renal failure , asthma, epilepsy , congenital heart disease , chronic hepatitis , glaucoma, severe myopia , immunological diseases , those infected with HIV or AIDS , ankylosing spondylitis or rheumatic fever. The university senates may consider other chronic diseases.

Stakeholders involved	The university senate, administrative staff, Ministry of Education and Research
Description of the organisational process <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

A1. ACCESS TO INFORMATION <i>Provide sources of information (URL, websites, literature, materials)</i>	http://www.unibuc.ro/n/student/Bursele_de_ajutor_social.php						
A2. TIMEFRAME <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 run. (max. 70 words)</i>	The scholarship is on an advance level, dating back since 1998, according to the, Government Decision no. 558/ 1998, regarding the general criteria for scholarships and other forms financial support for pupils, students and trainees in public education						
A3. NUMBER OF STUDENTS <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>Year</td> <td>2014-2015</td> <td>2015-2016</td> </tr> <tr> <td>No. of students</td> <td>1027</td> <td>950</td> </tr> </table>	Year	2014-2015	2015-2016	No. of students	1027	950
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A4. SCALABILITY (“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 is for all students that meet the criteria stated before, but it is only granted on demand. A possibility to scale it up is to grant it to all students that meet the criteria, not only for those who demand it.						
A5. TRANSFERABILITY (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>	As stated before, to all students that meet the criteria						
A6. ASSESSMENT <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</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.						

adopted? How it has had a positive 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)?

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B. CONTENT EVALUATION CRITERIA

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

	Very weakly	Weakly	Well	Very well
<p>B1.1 Self-determination <i>Rate and Justify (max. 70 words)</i></p> <p><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></p>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
<p>Students do not have an impact on the design of this scholarship, taking into consideration that the categories of students that are eligible to apply and the amount of money are 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 have not obtain, the last three months, a monthly average net income (per family member) higher than the minimum wage in the country.).</p>				

	Very weakly	Weakly	Well	Very well
<p>B1.2 Rights <i>Rate and Justify (max. 70 words)</i></p> <p><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></p>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
<p>No repercussions on cultural and social level have been identified. This type of programme has a positive a impact, not only on financial level, but also it provides students with the opportunities to support themselves during their studies.</p>				

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

C. FINAL REFLECTIONS (based on the previous description of you good practice)	
<p>Success factors <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>Sustainability <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>Challenges <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)

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)