

GENERAL INFORMATION	
<b>Title</b>	<b>You vs. Stereotype</b>
<b>Key words</b>	anti-discrimination campaign, support
<b>Objectives</b>	Deliver of real information about the vulnerable groups Multi Perspectivism
<b>Phase of studies</b> ( <i>Choose all phases it applies</i> )	Access 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 Institutional X Faculty X Group X Individual
<b>Name of the institution</b>	University of Bucharest - Faculty of Psychology and Educational Sciences, ASPSE
<b>Location</b> ( <i>City and country</i> )	Bucharest, Romania
<b>Target group/s</b>	Students
<b>Stakeholders involved</b>	Association of Psychology and Educational Sciences Students
<b>Description of the organisational process</b> <i>Actors, triggering evidence, campaigns, graph... (max. 300 words)</i>	<p>The organizational process begins with the team's construction. So, after the project was accepted by our association we needed to form a team who would work through the whole process. After that, we need to consolidate the team. We did that with a team-building, informal meetings. After that we could change our attention to the project itself.</p> <p>The next step was the objectives setting, marketing campaign building, final activities design (workshop, debate, live library),</p>

	finding people in the activism social field to deliver the workshops.
<b>A. FORMAL EVALUATION CRITERIA</b>	
<b>A1. ACCESS TO INFORMATION</b> <i>Provide sources of information (URL, websites, literature, materials)</i>	ASPSE site (website of the Association of Students in Psychology and Educational Sciences): <a href="http://www.aspse.ro/proiecte/tu-vs-stereotip/">http://www.aspse.ro/proiecte/tu-vs-stereotip/</a> <a href="https://www.facebook.com/tuvsstereotip/info/?entry_point=page_nav_about_item&amp;tab=page_info">https://www.facebook.com/tuvsstereotip/info/?entry_point=page_nav_about_item&amp;tab=page_info</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 run. (max. 70 words)</i>	The project is in its first year on implementation and it is an initiative of the Association of Students in Psychology and Educational Sciences The idea was proposed in August 2015 The project was accepted in October 2015 The team was formed in November 2016 The organizational process began in December 2016 The implementation date was 18 <sup>th</sup> – 22 <sup>nd</sup> April 2016
<b>A3. NUMBER OF STUDENTS</b> <i>How many students are involved? Is the number representative considering the target group?</i>	11 people were involved in planning and developing. In the info sessions that took place between 18 <sup>th</sup> – 22 <sup>nd</sup> April 2016 there were involved all students from the Faculty of Psychology and Educational Sciences
<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>	
<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>	The project was made so psychology and educational sciences students can be aware of the vulnerable group existence. Why? Because as a psychologist and as a specialist in educational sciences the key words are objectivism, tolerance. We need not only to be aware, but to find a way to help them, to find a way to left behind all the stereotypes this people are surrounded by. So, the transferability to target groups (students) was possible through our activities workshops, debate, live library.  The transferability to institution can potentially be sustained by the dialogues that the target group will have with the students.
<b>A6. ASSESSMENT</b> <i>Describe how it has been evaluated. How has it proved its relevance as the most effective way to achieve</i>	The project was evaluated as a success, the feedback was a positive one. You vs. Stereotype team had provided relevance through the entire process. We looked up for the people with experience in

<p><i>the objective? How it was successfully 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)</i></p>	<p>this field who were able to provide information gathered by their own experience. As an example, some of them were teachers, CNCD employees, and psychologists with the more than 10 years experiences.</p> <p>It was a small project with just 15 participants, but at the end of the project a small group of people at the Faculty of Psychology and Educational Sciences knew more about vulnerable groups, met vulnerable groups' people and for a whole week had the attention on what it really means a vulnerable group in Romania.</p>
<p><b>A7. CONTACT</b> <i>Who can be contacted so as to seek support and networks for implementing the practice (name, position, e-mail)?</i></p>	<p>Alexandra Caraman – project manager – <a href="mailto:lexi.caraman@gmail.com">lexi.caraman@gmail.com</a></p>

## B. CONTENT EVALUATION CRITERIA

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

<p><b>B1.1 Self-determination</b> <i>Rate and Justify (max. 70 words)</i></p>	<p><i>Very weakly</i> <input type="checkbox"/></p>	<p><i>Weakly</i> <input type="checkbox"/></p>	<p><b>Well</b> <b>X</b></p>	<p><i>Very well</i> <input type="checkbox"/></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>	<p>We had weekly meetings in which we discussed and settled details about the project</p>			
<p><b>B1.2 Rights</b> <i>Rate and Justify (max. 70 words)</i></p>	<p><i>Very weakly</i> <input type="checkbox"/></p>	<p><i>Weakly</i> <input type="checkbox"/></p>	<p><b>Well</b> <b>x</b></p>	<p><i>Very well</i> <input type="checkbox"/></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>	<p>The project itself encouraged us to be respectful, we assured that through communication</p>			

<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"/>	<b>Well</b> <b>x</b>	<i>Very well</i> <input type="checkbox"/>
<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>All the projects' activities were for everyone</p>			
<b>B1.4 Equity</b> <i>Rate and Justify (max. 70 words)</i>  <p><i>(how if it openly demystifies and decodes dominant university cultures, processes, expectations and language for differently prepared cohorts)</i></p>	<i>Very weakly</i> <input type="checkbox"/>	<i>Weakly</i> <input type="checkbox"/>	<b>Well</b> <b>x</b>	<i>Very well</i> <input type="checkbox"/>
<b>B1.5 Participation</b> <i>Rate and Justify (max. 70 words)</i>  <p><i>(how it has led to socially inclusive practices. How does it increase students' sense of belonging and connectedness?)</i></p>	<i>Very weakly</i> <input type="checkbox"/>	<i>Weakly</i> <input type="checkbox"/>	<b>Well</b> <b>x</b>	<i>Very well</i> <input type="checkbox"/>
<b>B2. COLLABORATION</b> <i>Describe what kind of collaboration there is between various stakeholders. (max. 70 words)</i>	<p>Being a students' initiative, they were the ones that planned and implemented this project. The only contribution of the administrative staff of the faculty was to ensure the spaces for the sessions</p>			
<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>	<p>There is no written evidence of the students' satisfaction, but on an informal level students were very involved in the activities and discussions during the sessions.</p>			
<b>B4. STUDENT WELLBEING</b>	<p>Being informed and being able to discuss different stereotypes</p>			

<p><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></p>	<p>and the way these can affect students' psychological and social wellbeing, students could be more opened to having different approaches to how they react or communicate with each other and especially with students coming from vulnerable backgrounds.</p>
<p><b>C. FINAL REFLECTIONS</b> (based on the previous description of you good practice)</p>	
<p><b>Success factors</b> <i>What are the factors required for the successful implementation? (max. 200 words)</i></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>We started this project with no budget. The speakers came driven by passion and the location ( a Bucharest pub) was simply provided to us as a gesture that they sustain our ideas.</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>The main challenge is the people resistance when it comes to vulnerable groups</p>

## Sources

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