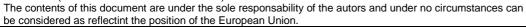## GENERAL INFORMATION

Title	**Campus Itaca: social and educative programme**
Key words	social and educational program, high school students, motivation
Objectives	To motivate students to continue their studies beyond the mandatory stage. It emphasizes those cases in which young students do not feel attached to the idea of continuing with their studies despite having good qualities for it. It takes into account the social and economic reasons for it as well as behavioural ones. Campus Itaca tries to supply extra support and encouragement for those students.
Phase of studies *(Choose all phases it applies)*	Access X Retain Graduation Transition to work-life
Type of degree *(Choose all degrees it applies)*	Compulsory secondary education X Bachelor's Graduate Master's
Level *(Choose all levels it applies)*	International National Institutional X Faculty Group Individual
Name of the institution	UniversitatAutònoma de Barcelona
Location *(City and country)*	Bellaterra (Cerdanyola del Vallès), Spain
Target group/s	15 year olds who have finished 3rd grade of Compulsory Secondary Education (ESO). The program establishes a fixed selection criteria and centres, according to their characteristics, and those are who make an election the eight participating students.
Stakeholders involved	UniversitatAutònoma de Barcelona, FundacióAutònomaSolidària(FAS), Social Board, Education

	Faculty and sponsored by Santander Group.
Description of the organisational process *Actors, triggering evidence, campaigns, graph… (max. 300 words)*	Campus Itaca is a social and educative programme promoted and organized by UniversitatAutònoma de Barcelona (UAB), managed by FundacióAutònomaSolidària and the Education Faculty and sponsored by Santander Group. The program consists in a stay at the university during the months of June and July aimed at students of 3rd of ESO with the aim of encouraging them to continue their education once they finish the compulsory education. More than 380 high school students participate each year, during June and July, in the activities of the Campus Ítaca. The FAS opens the call for PDI to submit projects for the Campus Ítaca. For the FAS, the university should be a space that generates knowledge and transfer it to society. For this reason, with the objective of promoting the participation of the different teaching and research teams of the UAB, the Foundation opens the Call for teaching and research staff of the UAB to develop Pilot projects that will be carried out in the Campus Ítaca 2016. This year, the Campus will include two shifts, the first beginning the 27th of June and the second finishing the 14th of July.

A. FORMAL EVALUATION CRITERIA

A1. ACCESS TO INFORMATION *Provide sources of information (URL, websites, literature, materials)*	http://pagines.uab.cat/campusitaca/en
A2. TIMEFRAME *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)*	Campus Itaca programme has been working since 2009 and this programme has achieved a high level of participation and success with more than 3,000 involved high school students since 2004. In this sense, it is possible to say its maturity level is advanced.
A3. NUMBER OF STUDENTS *How many students are involved? Is the number representative considering the target group?*	3,000 high school students have been involved since 2004. An average of 430 students per year. Approximately a total of 56 high schools are also involved per year. Both number of students and high schools are representative.
A4. SCALABILITY ("volume") *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)*	Itaca programme is quite stable in volume every year. The number of students range between 400 and 450.

A5. TRANSFERABILITY (from one context to another) *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)*	This practice which connects University and Compulsory Secondary Education can potentially be transferred and applied to other groups of student from other educational level. For example, this practice could be scaled up to higher educational level such as Baccalaureate or Medium VET.However, in this event, UAB develops other similar activities with these other groups of students (e.g. from Baccalaureate) within activities such as *UAB Summer programme*.
A6. ASSESSMENT *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 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)*	One of the goals of the Campus is to achieve a high degree of satisfaction of all actors involved. This is why it makes a daily evaluation of the activities of the students, teachers and tutors who participated. These evaluations are performed through an evaluation module. Every day spend 30 minutes early so that students evaluate the activities carried out the previous day. The aim is to test whether objectives have been achieved in each of the activities and see the level of student satisfaction. • the same time, the tutorial team and teaching staff Teaching activities also fill questionnaires. For the team of Itaca Campus evaluation of the different actors involved is very important. Thanks to these we can see if we need to improve some aspects of face later editions and thus improve the quality of the program.
A7. CONTACT *Who can be contacted so as to seek support and networks for implementing the practice (name, position, e-mail)?*	**Campus Coordinator:** Elsa Espinosa / 00 (34) 93 581 16 00 **Grant holders:** Júlia Ventura / 00 (34) 93 581 29 65 Email: campus.itaca@uab.es

B. CONTENT EVALUATION CRITERIA

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

B1.1 Self-determination *Rate and Justify (max. 70 words)* *(how students have participated to its (a) design, (b) enactment and (c) evaluation and how they can (d) make informed decisions about the participation)*	*Very weakly* ☐	*Weakly* ☐	*Well* ☐	*Very well* ☒
	Students from compulsory secondary education are actively involved in the activities which are developed within the programme. Likewise, university students can develop the role of monitors of the groups. In this way, they can be active participants.			

B1.2 Rights *Rate and Justify (max. 70 words)* *(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?)*	*Very weakly* ☐	*Weakly* ☐	*Well* ☐	*Very well* ☒
	Campus Itaca is a social and educational programme that ensures all participants are treated with dignity and respect. Likewise, this programme is an example of equal opportunities for students in and out the university context.			
B1.3 Access *Rate and Justify (max. 70 words)* *(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))*	*Very weakly* ☐	*Weakly* ☐	*Well* ☐	*Very well* ☒
	For example, Campus Itaca is organised in two shifts in order to allow a wider access and participation of young people.			
B1.4 Equity *Rate and Justify (max. 70 words)* *(how if it openly demystifies and decodes dominant university cultures, processes, expectations and language for differently prepared cohorts)*	*Very weakly* ☐	*Weakly* ☐	*Well* ☐	*Very well* ☒
	CampusItaca is thought for motivating students to further education.			
B1.5 Participation *Rate and Justify (max. 70 words)* *(how it has led to socially inclusive practices. How does it increase students' sense of belonging and connectedness?)*	*Very weakly* X	*Weakly* ☐	*Well* ☐	*Very well* ☒
	Students are involved for two weeks in a university context as part of there, interacting with university community. They are involved in university environment. Likewise, university community sees these young people as part of the university during these weeks.			
B2. COLLABORATION *Describe what kind of collaboration there is between various stakeholders. (max. 70 words)*	Many institutions collaborate on the Campus do their donations and logistics support that the Campus Itaca improves every year in many aspects such as internal and external transportation through the UAB campus facilities, meal planning and food quality, materials used in several activities and the spaces where they take place, etc.			
B3. STUDENT SATISFACTION*Describe the student perception of this initiative. Is there evidence of their satisfaction? (see also A6.1) (max. 200 words)*	The students manifest a big satisfaction for this initiative. The evidence is an increase number of hihg schools every year.			

B4. STUDENT WELLBEING	The influence is social and academic. For example, it is evident that 23% of students who have been involved in this programmes start their studies in the UAB and that 49% of those Itaca students end university studies (in UAB or other universities).
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)*	

C. FINAL REFLECTIONS (based on the previous description of you good practice)	
Success factors *What are the factors required for the successful implementation? (max. 200 words)*	Sustainability. Has increased the number of students involved 40 being the number of participants in 2004 and 432 in 2013 . And the number of institutes participating in the program is 55 today. The student evaluation of the different activities and the Campus in general is very high. On a scale of 0 to 5, where 5 is the highest level of satisfaction, students graded all activities higher than 4. The overall evaluation of the Ithaca Campus was even better (4.8). There is a space on the website http://www.campusitaca.uab.cat/parlem.htm where the different people involved in the Campus (students, teachers and tutors) evaluate the different activities of the project. Finding out the levels of satisfaction among the participants and their proposals. Engagement. The feedback from students and agents involved in the Itaca show satisfaction with this program (http://documentsice.uab.cat/campusitaca/difusio/Informe_tecnic_cat.pdf). The program was selected Ithaca Campus 2006 as an example of good university practices for their commitment social and educational and presents and disseminates on this platform: http://www.gunirmies.net.
Sustainability *What is needed for the practice to sustain? What resources are required? How it contributes to environmental, economic or social sustainability? (max. 200 words)*	Financial support. The program contributes to social sustainability Ithaca to immigrant students or low social class can leverage their talent. The resources that are needed come from multiple institutions can continue to provide them . Participants in the program come from nearby Ithaca geographical environment to UAB. Improving the education of its population will also mean an economic improvement of the environment in which then developed.
Challenges *What are the constraints identified? How easy it is to learn and implement? (max. 200 words)*	At present, there are no crucial constraints identified.

Sources

Kunttu, K. 2005. The study ability model. The Finnish Student Health Service (FSHS). (http://www.yths.fi/filebank/692-ENG_OPISKELUKYKYMALLI_pdf.pdf)

Nelson, K & Creagh T. 2013. A Good Practice Guide: Safeguarding Student Learning Engagement. Queenslad University of Technology. Brisbane, Australia. (http://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_20130320.pdf)