

GENERAL INFORMATION	
<b>Title</b>	<b>Support for students with lower income in emergency situations. "Window" programme (<i>Programa Finestreta</i>)</b>
<b>Key words</b>	Lower income, students, emergency situations, grant
<b>Objectives</b>	These study grants are intended to compensate for unexpected situations that hinder the development of studies and aim to facilitate, within existing budgetary limits, students with lower incomes who are in a situation of serious difficulties or economic breakdown, social or family that may affect the development of their academic studies, to start or continue their university studies.
<b>Phase of studies</b> ( <i>Choose all phases it applies</i> )	Access <input type="checkbox"/> Retain <input checked="" type="checkbox"/> Graduation <input type="checkbox"/> Transition to work-life <input type="checkbox"/>
<b>Type of degree</b> ( <i>Choose all degrees it applies</i> )	Bachelor's <input checked="" type="checkbox"/> Graduate <input checked="" type="checkbox"/> Master's <input checked="" type="checkbox"/>
<b>Level</b> ( <i>Choose all levels it applies</i> )	International <input type="checkbox"/> National <input type="checkbox"/> Institutional <input type="checkbox"/> Faculty <input type="checkbox"/> Group <input type="checkbox"/> Individual <input checked="" type="checkbox"/>
<b>Name of the institution</b>	Universitat Autònoma de Barcelona
<b>Location</b> ( <i>City and country</i> )	Bellaterra (Cerdanyola del Vallès), Spain.
<b>Target group/s</b>	Students in social-economic emergency situation
<b>Stakeholders involved</b>	UAB's Academic Affairs Area and Social Board
<b>Description of the organisational process</b> <i>Actors, triggering evidence,</i>	Beneficiary must prove an unexpected situation during 2012 which has led to a significant deterioration in their economic,

<p><i>campaigns, graph... (max. 300 words)</i></p>	<p>social or family. On the other hand, if the beneficiary does not exceed 50% of the credits must return the amount of the grant.</p> <p>There are different forms: grants related to the provision of a collaboration with the UAB; tuition assistance for those credits for the first time during the academic year; grants exemption from charges associated with the economic default of registration; aid connected with an internship; and to consider other funding committee.</p>
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## A. FORMAL EVALUATION CRITERIA

<p><b>A1. ACCESS TO INFORMATION</b> <i>Provide sources of information (URL, websites, literature, materials)</i></p>	<p><a href="https://goo.gl/vmHlwx">https://goo.gl/vmHlwx</a></p>
<p><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></p>	<p>This programme has been in use since academic year 2012-2013</p> <p>The programme was implemented in the framework of the Package of Measures taken by UAB to support students with lower income in risk to drop out their studies.</p>
<p><b>A3. NUMBER OF STUDENTS</b> <i>How many students are involved? Is the number representative considering the target group?</i></p>	<p>The number of students, who are beneficiary of these grants, ranges between 50 and 100, depends on the academic year.</p>
<p><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></p>	<p>The number of students can be scaled up or down depends on the academic year and social and economic situation. Per example, in 2012-2013 the number of beneficiary students was 120 approximately; in 2013-2014 the number was 82; in 2014-2015 the number was 36; in 2015-2016 the number was 51.</p>
<p><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></p>	<p>It could be transferred to different vulnerable groups or extended during a longer period of time not only in emergency situations.</p>
<p><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</i></p>	<p>There is an informal assessment of this programme by UAB students. They value this initiative positively and understand this programme like a good practice for promoting the students’ academic inclusion; that is, their no exclusion by economic reasons.</p>

*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)*

In this sense, students think it is positive this fund for helping students with economic needs, although they also think the current funds are not enough. It is necessary to increase the quantity and they encourage all the university community to look for internal and external supports in order to increase these funds.

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

Sonia Hernandez Tejada, selection commission of application requests of “Finestretat” programme call, [consulta.beques@uab.cat](mailto:consulta.beques@uab.cat)

**B. CONTENT EVALUATION CRITERIA**

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

	<i>Very weakly</i> <input type="checkbox"/>	<i>Weakly</i> <input checked="" type="checkbox"/>	<i>Well</i> <input type="checkbox"/>	<i>Very well</i> <input type="checkbox"/>
<p><b>B1.1 Self-determination</b>  <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>	<p>Students are the target group. They have not been involved in the implementation of the practice.</p>			

	<i>Very weakly</i> <input type="checkbox"/>	<i>Weakly</i> <input type="checkbox"/>	<i>Well</i> <input checked="" type="checkbox"/>	<i>Very well</i> <input type="checkbox"/>
<p><b>B1.2 Rights</b>  <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>	<p>The measure is oriented to the students with lower income indifferent of their cultural, social or ethnic background.</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"/>	<i>Well</i> <input checked="" type="checkbox"/>	<i>Very well</i> <input 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>	The financial support depends on the fulfilment of academic requisites.			
<b>B1.4 Equity</b> <i>Rate and Justify (max. 70 words)</i>  <i>(how if it openly demystifies and decodes dominant university cultures, processes, expectations and language for differently prepared cohorts)</i>	<i>Very weakly</i> <input type="checkbox"/>	<i>Weakly</i> <input type="checkbox"/>	<i>Well</i> <input checked="" type="checkbox"/>	<i>Very well</i> <input type="checkbox"/>
<b>B1.5 Participation</b> <i>Rate and Justify (max. 70 words)</i>  <i>(how it has led to socially inclusive practices. How does it increase students' sense of belonging and connectedness?)</i>	<i>Very weakly</i> <input type="checkbox"/>	<i>Weakly</i> <input type="checkbox"/>	<i>Well</i> <input checked="" type="checkbox"/>	<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>	UAB's Academic Affairs Area is the responsible of this programme managing although one member of UAB Social Board is also involved in this programme through taking part of the selection commission of application requests of "Finestreta" programme call.			
<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>	Students perceive this initiative positively and understand this programme like a good practice for promoting their academic inclusion; that is, their no exclusion by economic reasons although they also think the current funds are not enough. It is necessary to increase the quantity and they encourage all the university community to look for internal and external supports in order to increase these funds.			
<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>	More research is needed in order to answer this item but this practice can contribute to students' psychological, social, and academic wellbeing because makes possible their no exclusion from academic context and also that all those students, who are at risk of poverty, can continue 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>Continuity and predictability</p> <p>The Programme was implemented during one year. In order to be considered as a good practice at long term and to have an impact at middle and long term it would be sustained in the time. In addition, in order to ensure that a large amount of students have access, the programme has to be predictable in time.</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 support          Monitoring          Impact analysis on middle and long term</p> <p>Financial support is needed due to the programme offering economic aid to students needed. Monitoring of the process and impact analysis at the end of the programme are needed in order to compare the objectives designed at the beginning of the programme and the changes produced at the end.</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 programme has been implemented during one academic course. The sustainability for a longer period of time is needed in order to ensure continuity and access to a larger number of students.</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))