

GENERAL INFORMATION	
Title	FASE® - Social Student Support Fund
Key words	Higher Education; Equal opportunities; Academic Success; Studente support; Financial aid;
Objectives	To support students from economically disadvantaged groups <ul style="list-style-type: none"> ·Combat early school leaving and promoting success at school ·Contribute to the consolidation of the educational path and strengthen academic and professional qualifications of students.
Phase of studies (<i>Choose all phases it applies</i>)	Access X Retain X Graduation X Transition to work-life X
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 X National X Institutional X Faculty X Group X Individual X
Name of the institution	Social Services – Polytechnic Institute of Leiria
Location (<i>City and country</i>)	Leiria - Portugal
Target group/s	·Students enrolled in the IPLeiria, Portuguese and foreign from all types of courses.
Stakeholders involved	·Students ·Social Services ·Polytechnic Institute of Leiria ·Schools ·Other Services of the IPLeiria
Description of the organisational process <i>Actors, triggering evidence, campaigns, graph... (max. 300 words)</i>	FASE® has been designed to complement the various existing formats of direct social support (scholarships and emergency aid) by providing to its student collaborators a monthly grant, in cash or in kind. The main purpose is to promote equal

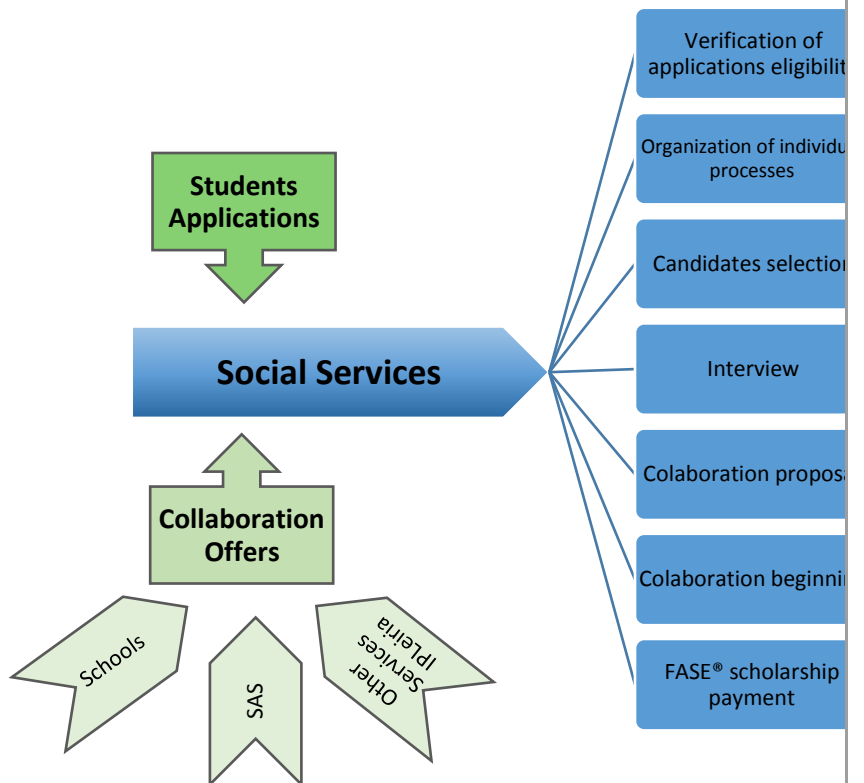
opportunities in educational success, regarding the social responsibility of the Institution.

Attaining this goal presupposes:

- Support students in serious financial need who are committed to finish their courses;
- Combat early school leaving;
- Promote school success;
- Contribute to the consolidation of the educational path and strengthen academic and professional qualifications of students;
- Encourage participation in working life, under conditions that ensure the simultaneous development of academic activities.
- Promote academic and social integration and also strengthen the link between IPLeiria and its students.

The program is financed by 2% of the revenue from the payment of tuition fees every school year.

The organizational process is developed by Social Services, according to the following diagram.



A. FORMAL EVALUATION CRITERIA

<p>A1. ACCESS TO INFORMATION Provide sources of information (URL, websites, literature, materials)</p>	<p>Webiste: http://www.ipleiria.pt/sas/bolsas/#bolsas-fase</p>
<p>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 run. (max. 70 words)</p>	<p>--</p>
<p>A3. NUMBER OF STUDENTS How many students are involved? Is the number representative considering the target group?</p>	<p>In 2015, 216 of the 320 students enrolled were placed within the FASE®. The dimension of the program, considering the target group (all students enrolled in the IPLeiria) is difficult to measure, because Social Services only have information about socio-economical and academic situation of the students enrolled in FASE®, or scholarships candidates. From this point of view, Social Services are unaware if whether or not other students are eligible within the FASE®, so it is essential the cooperation of the stakeholders involved in the identification and referral of students for whom participation in FASE® may positively mark their educational path.</p>
<p>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)</p>	<p>The FASE® program can be implemented on a larger or lower scale than currently practiced, depending on the number of students applying to the program, but also the number of collaboration offers that exist and the available funding.</p>
<p>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)</p>	<p>FASE® emerged from a complementary model of social support existing in Social Services. This model limited student participation to collaboration offers from Social Services and supported only economically disadvantaged students. The evolution to a new more comprehensive model, in different aspects, was due to the identification of a significant number of students with other problems than economic, that influence directly or indirectly their academic performance. The implementation of FASE® model is possible in other groups and institutions, in particular, educational institutions or other public or private, wishing to develop social projects.</p>

<p>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 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>Annually, and since 2012, the Social Services promote the FASE® assessment through the development of an Analysis Report, on which the final goal is to achieve key indicators to evaluate the program, analyse the most relevant data for the calendar year referred to and compare them with those of previous years. FASE® is also valued by its users (students enrolled) from 2014, through an assessment survey, available online. The results, gathered from the survey are then compiled into a report.</p> <p>FASE® relevance is demonstrated by student responses, when asked to summarize their experience in the program: “I think FASE® was important for my training because it fits in my field of study, besides being a monetary aid.”</p> <p>“It was a good experience and especially a huge help not to abandon the degree and being able to have the same opportunities as my colleagues.”</p> <p>“For me the experience was very rewarding in all aspects, financial, social and professional, among others.”</p> <p>“It helped me a lot financially and in terms of integration.”</p>
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<p>A7. CONTACT <i>Who can be contacted so as to seek support and networks for implementing the practice (name, position, e-mail)?</i></p>	<p>Doutor Miguel Júlio Teixeira Guerreiro Jerónimo (Social Services Administrator) Rua General Norton de Matos Apartado 4014 2411-901 Leiria Tel.: (+351) 244830640 Fax: (+351) 244830646 sas@ipleiria.pt</p>
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B. CONTENT EVALUATION CRITERIA

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

<p>B1.1 Self-determination <i>Rate and Justify (max. 70 words)</i></p>	<p>Very weakly <input type="checkbox"/></p>	<p>Weakly <input type="checkbox"/></p>	<p>Well <input checked="" type="checkbox"/></p>	<p>Very well <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>The recognition of its importance and the students’ identification with the program, has significantly contributed to increase financing available for its operation.</p> <p>In 2014, faced with an increase in tuition fees, Students’ Associations representing all students, voted for the increase of the FASE®’s funding in 1% more at the General Council. . . Building on the collaboration experience within the program, students are invited to do their evaluation and suggest improvements.</p>			

	Very weakly <input type="checkbox"/>	Weakly <input type="checkbox"/>	Well <input type="checkbox"/>	Very well <input checked="" type="checkbox"/>
<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>	<p>One of the basic principles of the FASE® operation is the students' voluntary participation, i.e., any student enrolled in IPLeiria will be excluded from the program, but there is no imposition of participation.</p> <p>Before the beginning of their collaboration, students are informed about the conditions concerning the offer proposed to them. Under no circumstances can the students' participation on the activities adversely affect their academic performance.</p> <p>For each student collaborator, there is a person responsible for their tasks and to whom students may appeal if necessary.</p>			
<p>B1.3 Access <i>Rate and Justify (max. 70 words)</i></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>	Very weakly <input type="checkbox"/>	Weakly <input type="checkbox"/>	Well <input checked="" type="checkbox"/>	Very well <input type="checkbox"/>
				<p>All students enrolled in IPLeiria may apply for FASE®, whatever their nationality, age, educational and professional qualifications, etc. Candidates are selected considering their economic situation and their profile and availability for the task. Candidates who submit their applications for the first time will be interviewed in order to complement the selection criteria, adding relevant information about the student, on a personal, academic and technical level.</p>
<p>B1.4 Equity <i>Rate and Justify (max. 70 words)</i></p> <p><i>(how if it openly demystifies and decodes dominant university cultures, processes, expectations and language for differently prepared cohorts)</i></p>	Very weakly <input type="checkbox"/>	Weakly <input type="checkbox"/>	Well <input checked="" type="checkbox"/>	Very well <input type="checkbox"/>
				<p>FASE® main purpose is to promote equal opportunities in educational success.</p> <p>In 2015, 75 foreign students, from eight different nationalities, enrolled in FASE®, of which 61 were placed. Students covered by the program are from all schools and educational degrees of IPLeiria. Participants are aged between 17 and 57 years old. Students' personal testimonies refer FASE® as a mean of facilitating social and academic integration, through interaction with other students and staff.</p>

	Very weakly <input type="checkbox"/>	Weakly <input type="checkbox"/>	Well <input type="checkbox"/>	Very well <input checked="" type="checkbox"/>
<p>B1.5 Participation <i>Rate and Justify (max. 70 words) (how it has led to socially inclusive practices. How does it increase students' sense of belonging and connectedness?)</i></p>	<p>The participation of students in FASE® program intends to be a contribution to the integration and inclusion, not only at institutional level, but also on a social and cultural perspective. Students participate in various activities, such as, assistance to students with special educational needs, support in libraries and in the student residences, events, canteens and bars, workshops and laboratories, among others.</p> <p>The connection between students and IPLeiria, creates a new vision of the institution, reinforcing the organizational culture and the sense of belonging.</p>			
<p>B2. COLLABORATION <i>Describe what kind of collaboration there is between various stakeholders. (max. 70 words)</i></p>	<p>Collaboration between various stakeholders is made through the referral of students to the program (where this measure proves appropriate), by SAS technicians, following examination of the scholarship application or interview. Students, teachers, course coordinators and Students' Associations also collaborate in identifying cases susceptible of being supported by FASE®.</p> <p>Collaboration is also verified through the provision of collaboration offers by different services, allowing the support to students and at the same time corresponding to the service needs.</p>			
<p>B3. STUDENT SATISFACTION <i>Describe the student perception of this initiative. Is there evidence of their satisfaction? (see also A6.1) (max. 200 words)</i></p>	<p>The perception of most students about FASE® seems to be quite positive. In general, they value it for the following reasons:</p> <ul style="list-style-type: none"> · Financial support, absolutely essential in many cases, to deal with the inherent expenses for the frequency of the course, as tuition fees and school materials; · Professional skills, related or not with their course, acquired from the collaboration; · Personal skills acquired from the collaboration (values such as responsibility, punctuality, sense of duty, mutual assistance, team spirit); · Social and academic integration (through interaction with other students, staff and sectors / services of IPLeiria). <p>The evaluation surveys make clear that the majority of students recognizes that their participation on FASE® brought benefits and was very relevant, in terms of the development of their academic, social and professional skills.</p>			

	<p>Many consider that their collaboration was crucial and ensured their permanence and continuity in higher education system, confirming FASE® as a measure against school drop-out.</p>
<p>B4. STUDENT WELLBEING <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>It is extremely gratifying to note that around 65% of the students who answered the survey in 2015 considered their collaboration, within the FASE® very relevant for the promotion of their academic success, and 57% very relevant as a measure to avoid school drop-out.</p> <p>Collaboration in the program strengthened the link between students and IPLeiria through participation in activities of interest to the entire academic community and made possible to students to know how different services work. The flexibility of collaboration schedules being adjusted to the availability of each student, in order to safeguard academic schedules, stages and hours of independent study, allowed students to combine the activities with school commitments.</p> <p>In view of the development of social dynamics, the FASE® proves to be important as a factor of development and acquisition of professional skills, particularly regarding teamwork and encouraging participation in work life. Aspects such as integration in the academic community and leisure activities were considered important, but less significant. In general the FASE® allowed student collaborators the acquisition of cross-cutting skills, facilitating their integration into the labour market and promoting social and academic integration.</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 financing is FASE® first essential factor for success, without it the program cannot exist. However, for an efficient management of the program there are other factors that must be considered, such as the access to information, students monitoring in terms of their social and academic situation in order to detect cases at risk of dropping out of school and to provide individualized support for those students in the near future. In this area it is important the involvement of stakeholders who are closer to the global universe of IPLeiria students, namely, schools, Students' Associations, teachers and course coordinators, and the students themselves.</p> <p>The program success also depends on the number and diversity of collaboration offers that may exist, considering service needs, but above all, taking into account the opportunity that FASE® collaboration represents for students,</p>
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	<p>not only in financial terms, but as a mean of acquiring skills and experience useful in their training.</p> <p>Finally it is necessary to consider the technical and human factors used in FASE® management. A suitable software to program needs, facilitates student access to FASE® and contributes to a faster requests response from various departments and students.</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>The FASE® sustainability depends on funding, since there is demand from students and a very positive feedback regarding the execution of its principles and objectives. On the other hand, the different services that welcome students are still available to receive them and even to increase collaboration offerings.</p> <p>In this perspective, there is a dynamic that connects the different parts of an internal circuit. The tuition fees payment obligation generates funding, which in turn allows different services to receive students, whom the participation in the activities enables the acquisition of skills, the continuing of studies and the subsequent payment of fees to IPLeia.</p> <p>FASE® also contributes to social sustainability, sometimes exceeding the bounds of the academic circle in which it operates, because it includes a public that is not supported by state entities (for example, Social Security) for not falling within the requirements set by these institutions.</p>
<p>Challenges <i>What are the constraints identified? How easy it is to learn and implement? (max. 200 words)</i></p>	<p>Looking for the continuous improvement of the work developed and the results achieved within the FASE®, it will be important for the Social Services to focus on the following challenges for the future:</p> <ul style="list-style-type: none"> · Strengthen FASE® dissemination within the academic community; · Implement a new computer application for submission and management of FASE® applications; · Increase student placement rate; · Increase the number of interviews to students enrolled; · Promote assessment surveys of FASE® participation; · Undertake a study of academic success of students enrolled and placed on FASE®.

Sources

Kuntu, 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. Queensland University of Technology. Brisbane, Australia. (http://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_20130320.pdf)

