

GENERAL INFORMATION

Title	Autonomous Solidarity Foundation
Key words	Cooperation, solidarity, volunteering, disability, health, social programmes, education for development
Objectives	<p>Contributing to the satisfaction of special educational needs and the full integration of groups into higher education are not guaranteed, especially people with disabilities, by promoting the participation of the university and its members.</p> <p>Contribute to overall human training of students in the values of solidarity, tolerance, harmonious co-existence, liberty and social justice.</p> <p>Channel and promote volunteering and active solidarity initiatives among the university community.</p> <p>Act as a connection point between the university and society on social action and social justice topics, coordinating and collaborating with volunteering and social development organisations and institutions that have common objectives.</p>
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, Individual X
Name of the institution	Autonomous University of Barcelona
Location (<i>City and country</i>)	Bellaterra, Spain

<p>Target group/s</p>	<p>University community and groups at risk of exclusion, people with disabilities connected to the university, inmates of penitentiaries and at educational centres for minors, inpatients at health centres and immigrants.</p> <p>Local and district, provincial and Catalan institutions that are involved.</p>
<p>Stakeholders involved</p>	<p>The groups at risk at the university and in the surrounding area (children, penitentiaries, inpatients at hospitals, etc.)</p> <p>University students with disabilities</p> <p>Services external to the university at which university students volunteer</p> <p>Curricular events at the university itself (GEDEF, Advisory, Minor and Teacher Training Council)</p> <p>Non-formal education (volunteer work, conferences, courses and workshops)</p> <p>Network work (ACUP universities, NGOs and organisations, via diagnoses, seminars and resource bank)</p>
<p>Description of the organisational process <i>Actors, triggering evidence, campaigns, graph... (max. 300 words)</i></p>	<p>1999. The FAS is founded, which promotes and manages the programmes to foster health, integrate prisoners and integrate university students with special needs.</p> <p>2000. The 'Xiringu' (itinerant advisory service on health issues for all people on the university campus) and the 'Solidarity Space' (the former volunteering office) were created.</p> <p>2002. The university transfers management of its solidarity fund to the Foundation, created to allocate 0.7% of general budgets to cooperation for development.</p> <p>2004. Volunteers from the Hospital Volunteer Programme work at the Ciberaula (Cyber-classroom) and the Minor Centre Programme is started up.</p> <p>2005. The Childhood Programme is started, which accompanies boys and girls in their educational and social integration processes. The Immigration and University Programme is started for the social promotion of extra-community immigrant residents in Catalonia and in their communities, via promoting access to university studies.</p> <p>2007. The Resource Centre is created, which brings new technologies to students with disabilities. Guidance is offered the adapted resources are made available to these students. The pilot project is started to define the personal assistant</p>

	<p>role for people with serious physical disabilities who are dependent.</p> <p>2008. It participates in the United Nations Volunteers Programme. Study booths are opened, equipped with adapted resources for people with visual disabilities and reduced mobility.</p> <p>2009. The 'Impuls' programme was implemented with scholarships for students with disabilities who are dependent to favour job placements for them. The Children Programme is expanded to secondary schools (CROMA Programme).</p> <p>2013. The project on education for development is started.</p> <p>2016. The UNICS project is developed for secondary school students (math skills and learning to learn). Volunteer programmes are implemented among administrative and services staff and teaching and research personnel and, work is done for the social and labour insertion of students with disabilities.</p>
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A. FORMAL EVALUATION CRITERIA

<p>A1. ACCESS TO INFORMATION <i>Provide sources of information (URL, websites, literature, materials)</i></p>	<p>Web: http://www.uab.cat/web/fas-1254380703729.html</p> <p>Service guides: http://goo.gl/eg6RVj</p> <p>Diagnoses of the status of education for development at universities: http://goo.gl/OuwgEi</p> <p>Report: http://goo.gl/rcceQd</p>
<p>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></p>	<p>Since 1999.</p> <p>The consolidation of programmes and their successful operations have led to evolution and growth in emerging areas such as education for development. New volunteer projects and programmes have been created, and participation has increased in the scope of university research.</p>
<p>A3. NUMBER OF STUDENTS <i>How many students are involved? Is the number representative considering the target group?</i></p>	<p>There are more than 500 students who participate each year in the programmes carried out. Of this number, there are 19 Itaca tutors, 139 students with disabilities (PIUNE), 29 students with scholarships, 9 students in work experience and four students in the service of European volunteer programmes and the rest are volunteer students.</p>

<p>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></p>	<p>The expansion capacity remains limited to the structure of the university itself. There are also other determining factors to bear in mind, such as the budget and ability to involve student volunteers. Nonetheless, the number of volunteers is growing constantly and, in this respect, different profiles of volunteers are defined. There is currently growth potential.</p>
<p>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></p>	<p>There is transferability and, indeed, many universities already have institutions similar to ours. With regard to the Autonomous Solidarity Foundation, its capacity to mobilise volunteers merits mention. Moreover, information exchanges are done with other similar services at other Catalan and Spanish universities, and a couple European ones. Contact is also maintained with institutions and services in the scope of action (ONCE, Bofill Foundation and others) and there is a transfer of experience with society.</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 was it successfully adopted? How has it had a positive impact on people? How has the impact been measured? Shortly describe how various forms of evaluation 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>The technical team has 18 people.</p> <p>There are 4091 beneficiaries, distributed as follows: 139 PIUNE, 1315 public health, 557 CROMA, 70 UniX, 1073 justice, 324 Itaca campus, 345 other social and educational and 248 other social.</p> <p>Participation of the UAB community is 2080 people, distributed into educational actions (192), fair food (871), health (578) and education for development and cooperation (1239).</p> <p>The Foundation is active in over 40 surrounding municipalities.</p> <p>Development indicators are collected for each of the programmes, measuring the attainment of the objectives established and users' level of satisfaction. External assessments are conducted at times (for example, for the CROMA programme) and internal assessments to review operations.</p>
<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>Jordi Prat (Director). Tel. +34.935812485 fas@uab.cat</p>

B. CONTENT EVALUATION CRITERIA

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

Actions are based on civic-spirited values that inspire commitment, responsibility, the equality of all people and their rights and actions against situations of social injustice and inequality. The Foundation has committed to the university community at the Autonomous University of Barcelona to channel its social commitment, doing so efficiently and with quality, transparency and fairness.

There is a firm belief in networking and synergies as opportunities to coordinate actions and make resources profitable, to share learnings and be mutually enriched through diversity, to provide more effective responses to complex realities and to have a greater capacity to impact policies and raise awareness. Thus, the exchange of information and work to strengthen collaborative ties with institutions in the university setting with similar sensibilities are fostered. Binding relations and exchanges are also established with organisations working for social transformation and, finally, with student groups from the university.

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 do not participate in programme design, but they do participate in specific actions, which are done through their involvement. Thus, they participate in programmes for specific campaigns and in the creation of actions.

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

Equality in access to the programmes is guaranteed.

The available structure is horizontal between the organisation and students.

Access to the services is open and easy.

The training that accompanies the programmes is based on social justice criteria.

B1.3 Access <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 type="checkbox"/>	<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>Student volunteers sign up for the programmes with which they want to work and they are closed after they are full. Thus, they can access the programmes if they are not full.</p> <p>At PIUNE (the service for students with disabilities), they accept and consider all the demands received and they are either handled directly or referred to the appropriate university service when necessary.</p>			
<p>B1.4 Equity <i>Rate and Justify (max. 70 words)</i></p> <p><i>(how 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"/>	<i>Well</i> <input type="checkbox"/>	<i>Very well</i> <input type="checkbox"/>
<p>B1.5 Participation <i>Rate and Justify (max. 70 words)</i></p> <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"/>	<i>Well</i> <input type="checkbox"/>	<i>Very well</i> <input type="checkbox"/>
<p>B2. COLLABORATION <i>Describe what kind of collaboration there is between various stakeholders. (max. 70 words)</i></p>	<p>There is collaboration and many of the programmes are successful and running thanks to both internal and external collaboration. The success of the programmes requires collaboration.</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>In general, there is very high satisfaction both among the volunteers and with the services provided. Students learn things that they could not learn in the ordinary classroom and this contributes to them having a fuller and more well-rounded overall educational experience.</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>Participating students feel that they are a part of a community, due to the help and support that also benefits third parties.</p> <p>For the students who live outside and participate in the programmes, it is a great way for them to become integrated with and socialise with the university community.</p>
<p>C. FINAL REFLECTIONS (based on the previous description of you good practice)</p>	
<p>Success factors <i>What are the factors required for the successful implementation? (max. 200 words)</i></p>	<p>Developments that are benchmarks of success are based on five core action areas.</p> <ul style="list-style-type: none"> - Social programmes to improve the situation of groups at risk of social exclusion. Further information on: http://goo.gl/yYHcHn -Volunteer programmes that promote students' active participation and volunteering in the university setting, accompanying people at risk of social exclusion or who have difficult life situations. Further information on: http://goo.gl/Q2bXDg - Health. Actions in this field are broken down into three broad areas: promotion of sexuality and healthy affection and preventing sexually risky behaviours; prevention of problematic drug use; and eating disorders, body image, etc. Further information on: http://goo.gl/AyiqW1 - Disabilities. The PIUNE service is addressed to students with disabilities, to provide advice and support for their individual needs, and is coordinated with the teaching staff so that they can successfully follow their academic studies. Further information on: http://goo.gl/SQbrW5 -Cooperation and education for development, managing the University Solidarity Funds, advising and driving forward education for development, providing complementary training, coordinating volunteer programmes and networking with the university and other stakeholders. Further information on: http://goo.gl/MQZ2VZ
<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 Foundation's sustainability requires office maintenance and technical personnel. Institutional recognition is also required, along with volunteers and public and private financing.</p> <p>When students enrol for university, they can tick a box so that 0.7% of the amount is allocated to cooperation. This</p>

	<p>amount is directly managed by the Autonomous Solidarity Foundation, which reports to the UAB Foundation.</p>
<p>Challenges <i>What are the constraints identified?</i> <i>How easy it is to learn and implement?</i> <i>(max. 200 words)</i></p>	<p>We plan to keep growing in programmes and volunteers and, in parallel, enquire into knowledge on students' interests.</p> <p>The aspiration is to have a greater impact on syllabuses, taking the proposal to greater depth for a critical and transformative society.</p> <p>There are plans to increase participation in research as a response to the needs to transform society.</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)

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)