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# REPORT ON SOCIAL RESPONSIBILITY

University of Barcelona

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Highlights

2015—  
2016



UNIVERSITAT DE  
BARCELONA

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# Table of contents

<b>1. Introduction</b>	<b>4</b>
<b>2. Excerpt from the foreword by the Rector and the President of the Board of Trustees</b>	<b>5</b>
<b>3. Policies and initiatives addressed to the environment</b>	<b>6</b>
3.1. Reduction in energy consumption and greenhouse gas emissions	6
3.2. Total water withdrawal by source and consumption of paper	7
3.3. Research projects related to the environment and sustainability	7
<b>4. Policies and initiatives addressed to the University community and to general society</b>	<b>9</b>
4.1. Student support	9
4.2. Grants and financial aid	11
4.3. Policies to address special needs of administrative and service staff	11
4.4. Bodies to manage disputes among University stakeholder groups	13
4.5. University of Experience	18
4.6. Solidarity Foundation	20
<b>5. Social responsibility in teaching and research activity</b>	<b>23</b>
5.1. Service-Learning projects	23
<b>6. Economic value generated and distributed</b>	<b>33</b>

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# Introduction

# 1

This executive summary has been compiled to give readers an easy means of consulting the most significant content of the Report on Social Responsibility for the academic year 2015-2016. It is the sixth summary of its type and has become an invaluable accompaniment to the full report.

Like previous editions, the executive summary outlines the key outcomes of the University's activities in the area of social responsibility, placing a particular emphasis on work begun in the academic year 2015-2016. A notable addition to this year's document is the complete version of the section [Economic value generated and distributed](#), only some of which appears in the full report, as the figures for the previous academic year could not be updated until the close of the financial year.

The pages that follow, while illustrative, address only a small selection of the many actions and initiatives carried out at the UB. A broader account can be found in the full [Report on Social Responsibility](#), with extensive coverage also given in [The University of Barcelona in Figures](#) and the [Report on the Academic Year 2015-2016](#).

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# Excerpt from the foreword by the Rector and the President of the Board of Trustees

The programme that my new team has committed to pursue is based on the premise that universities, particularly public ones, play a fundamental and irreplaceable part in the vast majority of processes that transform and support any society. In these times of rapid change, universities rightly must rethink their role. In this respect, there is a strong commitment that the factors shaping this transformation need to be continuous improvement, excellence, fairness and social engagement.

JOAN ELIAS I GARCIA

In this respect, social responsibility is a central thread running through all the University's activity in order to strengthen social progress in our country. This Report shows this in a comprehensive manner by describing all of the activities that the University carries out, and it does so with laudable candour, laying out both our achievements and the challenges that remain, offering an analysis of the impact and sustainability of our actions.

JOAN COROMINAS GUERÍN

# Policies and initiatives addressed to the environment

## 3.1 REDUCTION IN ENERGY CONSUMPTION AND GREENHOUSE GAS EMISSIONS

	REDUCTION IN ENERGY CONSUMPTION				
	RESULTS				
	2010	2012	2013	2014	2015
Electricity (GJ)	183,642	-12,417	-20,490	-27,454	-31,109
Natural gas (GJ)	70,338	-12,424	-17,804	-22,018	-24,511

Source: OSSMA

In 2010, the UB began to monitor energy consumption, resulting in a change in the trends. The declining figures that are provided always refer back to that year, and they include savings arising from efficiency initiatives, changing habits and a declining university population.

	REDUCTION IN GREENHOUSE GAS EMISSIONS				
	DATA FOR 2007	RESULTS			
		2012	2013	2014	2015
Scope 2:* electricity (tonnes CO <sub>2</sub> )	16,898.5	-2,631.1	-5,669.0	-5,314.5	-4,118.3
Scope 2: natural gas (tonnes CO <sub>2</sub> )	3,768.8	-310.0	-616.8	-902.5	-1,053.8

\* For more information on the meaning of scope 2 of the [G4-EN19](#) indicator of the GRI

Source: OSSMA

The baseline for the table above is 2007, the year in which the emission factors associated with energy generation began to fall. This emission factor<sup>1</sup> has even greater importance than energy consumption savings from efficiency initiatives, changes in habits or the reduction in the university population. The figures provided in the table always refer to reductions relative to 2007.

### 3.2 TOTAL WATER WITHDRAWAL BY SOURCE AND CONSUMPTION OF PAPER

TOTAL WATER WITHDRAWAL BY SOURCE						
	RESULTS				OBJECTIVES	
	2012	2013	2014	2015	2016	2017
Supply from mains (m <sup>3</sup> )	297,380	307,059	228,338	212,863	To reduce consumption by 1.5%	To reduce consumption by 0.5%

Source: OSSMA

As the trend in the table above shows, consumption is falling. In addition, the target to achieve a 2.5% reduction by 2015 was amply achieved.

	CONSUMPTION OF PAPER			
	RESULTS			
	2012	2013	2014	2015
Self-service machines	19,222	16,116	13,946	9,181
Copy services	24,367	29,708	50,320	49,075
UB procurement	102,082	102,125	98,320	97,305
<b>Total</b>	<b>145,671</b>	<b>147,950</b>	<b>162,586</b>	<b>155,561</b>

Source: OSSMA

The table above shows the amount of paper consumed annually (in kilos). The trend in recent years is downward. The data from reprographics services shows an increase because contracted service providers who did not initially provide information have since been added to the totals. This affects the overall value for the indicator.

### 3.3 RESEARCH PROJECTS RELATED TO THE ENVIRONMENT AND SUSTAINABILITY

	RESEARCH PROJECTS RELATED TO THE ENVIRONMENT AND SUSTAINABILITY			
	RESULTS			
	2012	2013	2014	2015
Competitive calls	9.5%	25.6%	14.9%	12.2%
Contracts	12.5%	13.0%	17.7%	19.5%
<b>Total</b>	<b>10.9%</b>	<b>16.8%</b>	<b>15.8%</b>	<b>16.8%</b>

Source: OSSMA

1. The emission factors associated with energy are published by the Catalan Office for Climate Change.

The figures in the table above show the percentage of research projects that have content relating to sustainability, out of the total number of research projects awarded annually. Research on sustainability topics presents variable cycles in the absolute number of projects carried out and in their percentage relative to total research actions. As a result, no clear overall trend can be established. While research on sustainability fell between the years 2009 and 2011, the trend between 2012 and 2015 is positive.

The calculation of the indicator includes projects resulting from competitive calls included by researchers in the [GREC](#) research management software, and contracts with private companies and public bodies managed through the FBG. Based on their names, projects involving sustainability issues are identified and grouped by research group, department and subject matter (biodiversity, industrial processes, water, pollution, waste, society, economics and the environment, soil, atmosphere and climate, environmental impact, land use and landscape, paleoenvironments, natural hazards, radio activity, natural products, forest fires and erosion, energy).





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# Policies and initiatives addressed to the University community and to general society

## 4.1 STUDENT SUPPORT

The SAE is the unit responsible for providing support to UB students. The guidance provided by the SAE can be grouped in four phases:

- **The SAE offers information**, clarifies doubts and introduces future students to the University, giving them guidance on the most appropriate degree in light of their interests, expectations, academic pathway, etc.
- **At the start of studies**: help in adapting to a new social environment and to learning methodology and university work.
- **The SAE fosters student participation in internal policies**, helps to design students' academic project of personal and professional development, and provides training in skills and abilities. In the case of students with special educational needs, SAE provides a variety of resources and tools to promote an effective equality of opportunities.
- **The SAE fosters employment** through agreements on placements, advice on the job-seeking process, etc.

[+ information](#)

The **SAE** manages a number of programmes, agreements and initiatives (where these have already been described in previous Reports on Social Responsibility, only a link is provided below):

- [The Fem Via programme](#)
- [The Avança programme](#)

- [The Viure i Conviure programme](#)
- [The Lloguer Solidari programme](#)
- [Studia project. Collaboration agreement with the Hospital Clínic](#)
- [Collaboration agreement with the NGO Projecte Home](#)
- [Cooperation agreement with Fundació Once and Fundació Inserta](#)
- [Collaboration agreement with Fundació Universia](#)
- **Collaboration agreement between the Catalan Ministry of Economy and Knowledge and Catalan universities to promote better labour market outcomes for young students and university graduates.** The aim is to fight youth unemployment by assisting students and recent graduates of the UB to find jobs. Under the agreement, a set of activities, such as courses, monographs and company fairs, have been held. The focus includes:
  - professional guidance
  - business prospecting and labour intermediation
  - international teaching staff mobility
  - guidance for entrepreneurship and business creation
- **University of Barcelona Debating League**

The Office of the Vice-Rector for Academic Policy, Students and Quality has organized the tenth edition of the UB Debating League in collaboration with the SAE and the UB Debate Association with the aim of giving UB students a venue in which to practice their speaking skills in competitive debate and in which to disseminate and promote the world of university debate as an enriching addition to the university experience.
- **Secondary School and Obligatory Secondary School Debating League**

The universities in the Vives Network organize this debating league to promote effective speaking among students. The format features a dialectical clash between diverse groups in which they must defend one side of a current issue. The activity puts a value on skills such as teamwork, making robust arguments, being fluent and being accurate both semantically and formally.

The activity provides a learning space in which secondary school and obligatory secondary school students can learn public speaking, teamwork and how to defend a position in support of or in opposition to an issue, using Catalan as a working language.

This academic year, the UB, through the SAE, has organized one of the local stages of the Debating League.
- **Training workshops in collaboration with the Tutorial Action Plan of the Faculty of Economics and Business and the ICE**

These workshops are aimed at teaching staff and their objective is to provide an overview and a series of guidelines to address a variety of special educational needs at university. The UB has organized a workshop on students with special educational needs and a workshop on the digital accessibility of teaching materials.

## 4.2 GRANTS AND FINANCIAL AID

UB students have access to the following grants and financial aid:

- [for bachelor's degrees](#)
- [for university master's degrees](#)
- [for UB-specific master's degrees or postgraduate courses](#)
- [for doctoral studies](#)

FOR PRE-EHEA DEGREES / DIPLOMAS, BACHELOR'S DEGREES AND UNIVERSITY MASTER'S DEGREES (GENERAL CALL AND MOBILITY)	2012-2013	2013-2014	2014-2015	2015-2016
Applications	18,588	18,931	19,487	20,623
Grants awarded	10,448	11,544	12,101	12,346
Percentage of successful applications	56.21%	61.00%	62.10%	59.87%
Percentage of successful applications out of total students (pre-EHEA degrees/diplomas, bachelor's degrees and master's degrees)	20.36%	23.03%	24.55%	25.26%

Source: [UB Report 2015-2016](#)

In addition to the usual grants given by the Spanish ministry (general and mobility) and the Government of Catalonia (Equitat), the UB continued in the academic year 2015-2016 to offer its own assistance to students in the series of [financial packages initiated in the academic year 2012-2013](#), and known as [bkUB](#) assistance.

Within the framework of this programme, over 13,000 bachelor's degree students took advantage of flexible payment options and four grant programmes were opened: one for incoming students, with 12 applications and one award, where the general grant is not sufficient; one for students repeating subjects, with 334 applications and 298 awards; one for students facing extraordinary circumstances, with 151 applications and 93 awards; and one for students to study third languages, with 49 applications and 34 awards.

## 4.3 POLICIES TO ADDRESS SPECIAL NEEDS OF ADMINISTRATIVE AND SERVICE STAFF

The UB is implementing measures to assist PAS with work-life balance and time management at work.

### Work-life balance

The UB has continued to offer a pool of 56 hours annually to PAS staff to enable them to achieve better work-life balance. In 2016, the workforce has requested a total of 90,951 hours, a figure that is slightly lower than 2015 (91,651 hours). Of the total hours, 72.76% relate to personal duties and errands, 17.13% to taking care of children, and 6.77% to taking care of parents.

This project is overseen by a general monitoring committee involving the Office of the Vice-Rector for Administration and Organization, Human Resources and members of the CCOO and UGT

trade unions. The monitoring committee meets at least once a year to review the scheduled activities and make training proposals.

This project and the time management project with training and practical application fulfil one of the agreements reached in work timetable negotiations signed on 19 February 2013.

### **Time management project with training and practical application**

Based on the agreement mentioned above, PAS staff who voluntarily sign up for the project have 15 minutes a day within the workday to organize their tasks as effectively as possible. To have access to the 15 minutes in 2016, they had to take an online training course on occupational risk prevention, the environment and social provision, and to complete a satisfaction questionnaire. The course was 6 hours in length and had to be completed between 6 June and 30 September 2016 (which was extended to 17 October). A total of 1,851 PAS staff completed the course (compared to 1,814 in 2015), representing 79.31% of all PAS staff. Of the total PAS completing the course, 68.13% were women.

The results of the satisfaction questionnaire are set out below:

- 86.55% were very or completely satisfied with the course.
- 59.52% would strongly or completely recommend the course to colleagues.

For 2017, the following proposals need to be taken into account:

- To improve the technical and organizational resources.
- To disseminate the survey results among all PAS staff.
- To add an indicator to quantify the number of people who have completed all editions of the course linked to this project.

### **Plan for the management of experience**

This project, which was launched in 2015, is aimed at PAS members who are civil servants and are turning 60 years old. Participation in the project is voluntary. In 2016, 52 people took part (compared to 40 in 2015) and they were offered the opportunity to participate in a series of activities designed for individuals nearing the end of their professional career. The participants are given a maximum of 100 hours a semester to spend on the scheduled activities.

Based on the agreements reached in 2015, a joint committee was set up to define and monitor the project's specific lines of action. After the first year in operation, the committee has been structured into a General Monitoring Committee and two subcommittees that meet at least twice a year to evaluate the Plan.

In 2016, the 52 participants in the project had a maximum of 100 hours per semester from their work timetable to spend on the scheduled activities. Their allocations of these hours are set out below:

- 7 individuals have verified that they were involved in social responsibility projects and spent 100 hours on these projects.
- 11 individuals have spent the hours on activities outside work found for them by the University.
- 27 individuals have completed the course on occupational risk prevention, the environment and social provision.
- 7 individuals have spent the hours on social responsibility projects identified for them.

### Call for financial assistance to people caring for dependent minors with functional diversity

This programme has been described in the section on the [UB Solidarity Foundation](#). In 2017, the Foundation will no longer manage the programme, which will be run directly by the UB.

## 4.4 BODIES TO MANAGE DISPUTES AMONG UNIVERSITY STAKEHOLDER GROUPS

### UB Ombuds Office

The Ombuds Office is responsible for upholding the rights and freedoms of the student body, teaching and research staff and administrative and service staff before the various entities and services of the University. It also acts in the permanent provision of information regarding the functioning of the UB.

[+ information](#)



### Cases addressed

The table below shows the trend in the number of cases addressed over the past four years. The information distinguishes the gender of the individual submitting a complaint or request and the group to which he or she belongs.

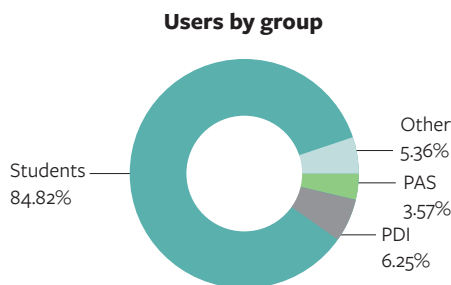
CASES ADDRESSED	2012-2013	2013-2014	2014-2015	2015-2016
Total	139*	128**	92	112
% cases resolved	69%	87.6%	95.9%	90.3%
PDI	6	9	10	7
PAS	8	5	7	4
Students	122	103	68	95
Other	3	11	7	6
Women	87	66	39	75
Men	48	57	53	37

\* The total for women and men is 135 (not 139) because four cases involved groups.

\*\* The total for women and men is 123 (not 128) because one case was anonymous and another case involved a group (including five men and women).

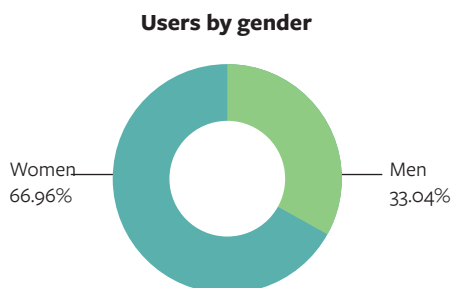
Source: Ombuds Office

As the table shows, the Ombuds Office has dealt with **112** cases in the academic year 2015-2016. In addition, **9** requests have not been accepted for various reasons (some are inadmissible by law, some involve writings by people who cannot be considered members of the university community even in the broadest sense, some are cases that refer to the university system in general, etc.).



Source: Ombuds Office

As in previous years, the group that turned to the Ombuds Office by far the most is students (**84.82%**).



Source: Ombuds Office

In the case of gender, the percentage of women (**66.96%**) who contact the Ombuds Office is greater than the percentage of men (**33.04%**).

## Type of dispute

The types of disputes have varied greatly. However, the most common issues concern:

- assessment (**16 cases**)
- enrolment (**12 cases**)
- grants (**11 cases**)
- transition to the European Higher Education Area (**5 cases**)

Of the 112 total cases, the Ombuds Office has referred **45**, because the individual involved had not gone formally to the competent authority (before coming to the Ombuds Office, it is necessary to exhaust all formally established avenues). In referral cases, the Ombuds Office has indicated to the individual involved where and how to submit a request to the pertinent authorities, and has monitored the situation.

The Ombuds Office has a collection of bibliographic resources that were described in the [previous Report on Social Responsibility](#).

## Support and Mediation Office

The Support and Mediation Office is an open place where UB staff can come and express their concerns and problems. All of its services are offered on the basis of confidentiality to protect the anonymity and privacy of users.

Year after year, the Support and Mediation Office is becoming established as an ideal tool for the resolution of interpersonal disputes in the workplace. Thanks to the modification of its internal regulations in 2016, the number of students gaining access to its services has increased sharply.

[+ information](#)



## Cases addressed

CASES ADDRESSED*	2014	2015	2016
Total cases	22	20	19
% cases resolved**	90.91%	94.12%	94.74%
Total number of people attended	56	44	36
PDI	13	3	5
PAS	40	38	24
Students***	3	3	7
Women	38	33	21
Men	18	11	15
PDI women	5	2	0
PAS women	31	28	16
Students, women	2	3	5
Students, men	1	—	2
PDI men	8	1	5
PAS men	9	10	8

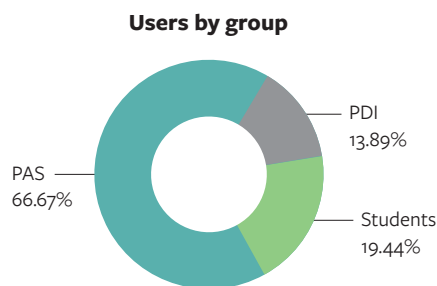
\* The cases addressed also include cases from the prior year that had not yet been resolved.

\*\* The calculation of the percentage of cases resolved does not include student cases that were referred to the Office of the Vice-Rector for Students.

\*\*\* In 2014 and 2015, these cases were always referred to the Office of the Vice-Rector for Students, but starting in 2016 the Support and Mediation Office now offers its services to students as well.

Source: Support and Mediation Office

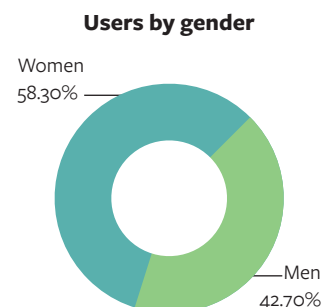
Of the **19** cases that the Support and Mediation Office managed in 2016, **18** were resolved. These cases involved a total of **36** members of the university community. The table below shows the users by group.



Source: Support and Mediation Office

As the table above shows, the group that made the greatest number of requests to the Support and Mediation Office was PAS employees (**66.67%**). Interestingly, the disputes arising in the student group have been resolved with very good results.

This year, student access to the Support and Mediation Office has led to an equalization of the figures by gender, resulting in a more accurate reflection of reality at the UB.

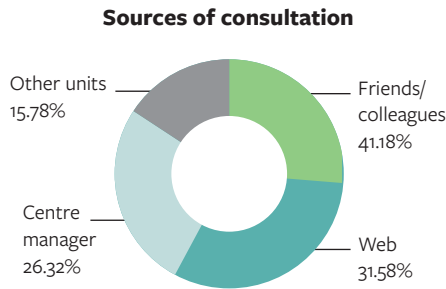


Source: Support and Mediation Office



## Sources of consultation

The figure below shows the sources of cases received by the Support and Mediation Office.



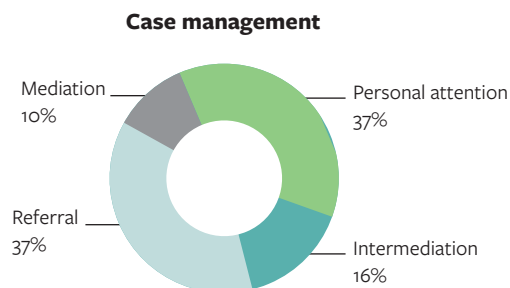
Source: Support and Mediation Office

In 2016, the sources of consultation by which cases reach the Support and Mediation Office have become more balanced. This is the result of an effort to improve communication with other UB units (**15.78%**) and of the confidence of faculty and university school administrators, who continue to believe in the results offered by the Support and Mediation Office (**26.32%**). In any event, direct access via the Support and Mediation Office’s website or telephone (**31.58%**) and the advice of colleagues who are familiar with the Support and Mediation Office’s offering (**41.18%**) continue to be the most common sources of consultation.

## Case management

- [Personal attention](#)
- [Mediation](#)
- [Intermediation](#)
- [Referral](#)

The figure below shows a breakdown by case management of the **19** cases addressed by the Support and Mediation Office in 2016. Notably, **2** mediations have been carried out successfully.



Source: Support and Mediation Office



## 4.5 UNIVERSITY OF EXPERIENCE

### [+ information](#)

Since the academic year 2010-2011, the University of Experience has offered a series of university courses aimed at learners aged 55 years and older. The courses last one to three years and the subjects are taught by UB teaching staff. A mixed teaching model is used: the specific subjects are combined with (optional) subjects from bachelor's degree programmes in the various departments affiliated with the training programme.

The University of Experience performs an important social service:

- No prior training or education is required for admission.
- It offers university training and promotes culture among older members of society.
- To facilitate the integration of older people in the sociocultural context of the University.
- To encourage inter-generational communication through university studies.
- To offer a meeting place where students can share a new cultural experience.

The University of Experience also offers part-time UB teaching staff an opportunity to remain connected to the institution's projects, strengthening their working and teaching relationship with the UB.

The table below shows the University of Experience course offering:

PROGRAMMES	YEAR	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Libraries and archives in the digital era	1st						
Education and transformation	1st						
Languages and literatures	1st						
	2nd						
	Extension						
Psychology	1st						
	2nd						
	Extension						
Philosophy	1st						
	2nd						
	Extension						
Health sciences	1st						
	2nd						
History of art	1st						
	2nd						
	Extension						
History, society and territory	1st						
	2nd						
	Extension						
Food and gastronomy	1st						
	2nd						
Astronomy and meteorology	1st						
	Extension						
Biology: man and biodiversity	1st						
	2nd						
Philosophy (Badalona)	1st						
History of art (Badalona)	1st						

Source: University of Experience

As the table above shows, the University of Experience offered a total of 27 courses in 11 programmes during the academic year 2015-2016. The number of courses is greater than the number of programmes because some programmes offer advanced courses.

In the academic year 2015-2016, the University of Experience has had a total of **1,114** students. Of the total, **586** (52.60%) were starting a programme and **528** (47.40%) were students in their second year or beyond.

In terms of additional activities, the choral group Coral Gaudium and a theatre group have become well established.

## 4.6 SOLIDARITY FOUNDATION

The year 2016 has been marked by the implementation of a programme, launched in 2015, to receive refugees and other people from conflict zones. Another highlight is that the qualitative changes made in previous years have been maintained. These include a shift in the relative weight of activities devoted to social action in comparison to development cooperation (this shift was initiated in 2013). The increased importance put on social action is explained by the firm commitment of the Foundation to pursue activities aimed at the most vulnerable groups who are closely linked to the territory as a response to the terrible impact of the economic crisis and the exponential decline in the resources available for international cooperation activities.

### International development cooperation projects

Any projects mentioned in previous reports have links to past descriptions.

- [Promoting a culture of public policy assessment from a perspective of gender and human rights monitoring in the eastern region of Morocco](#)

**Period of execution:** 2015 and 2016

- [Support to the Oujda community plan for good governance and sustainable water management](#)

**Period of execution:** 2015-2017

### Major social intervention projects

Any projects mentioned in previous reports have links to past descriptions.

- [The PAULA peace education programme](#)

This year's activities have included:

- Delivery of 16 workshops on comics for human rights
- Delivery of 49 workshops on research for peace
- Assistance on 67 research studies

Participants include:

- 28 secondary schools in 9 municipalities
- 8 local administrations
- More than 1,500 secondary school students
- More than 100 secondary school teachers
- 53 upper secondary schools, participating in the Prize in Research for Peace
- 15 master's degree or postgraduate students

**Period of execution:** 2005-2016

- [Research for Peace: Programme supporting research](#)

**Period of execution:** 2016-2017

- [Research for global citizenship](#)

**Period of execution:** 2015-2017

- **Interdependent, jointly responsible**

In late 2016, a project was launched to promote understanding of the Sustainable Development Goals and their potential use in education on human rights and global citizenship.

**Period of execution:** 2016-2017

- **Defending the defenders: support for human rights defenders to have an impact on humane security policies in Catalonia**

This involves actions and proposals to continue the fight for human rights, tackling institutional repression and violence, and to demand security grounded in the defence of these rights.

**Period of execution:** 2015-2017

- **Observatory on human rights and conflict**

**Period of execution:** 2016

- **UB programme in support of refugees and people fleeing conflict zones**

**Period of execution:** 2015-2017

- **Mare Nostrum project**

The Mare Nostrum project was launched in April 2016 in response to the refugee crisis and local resettlement. The project has three areas of activity: trainer training aimed at local grassroots organizations and the local public administration; analysis and dissemination of the conflict through the Solidarity Observatory and a photography exhibition; and the preparation of a good practices manual on the role of local efforts in peace-building and post-conflict reconstruction.

**Period of execution:** 2016 and 2017

- **The Higher Education Supporting Refugees in Europe (inHERE) project to facilitate refugees' access to higher education**

The UB is a European member institution of the inHERE project, which was launched in Rome in September 2016. The purpose of the project is to facilitate the access and integration of refugees at European universities. In the context of the project, the UB Solidarity Foundation will lead the Living Lab, which seeks to foster knowledge, exchange, development and assessment of initiatives, activities and projects aimed at promoting refugees' access to higher education. The project is organized into three main areas of action:

- Compiling and disseminating good practices to institutions of higher learning on the subject of facilitating the integration of refugee students.
- Building awareness in the university community on the welcoming of refugees, providing training and guidance and empowering universities to become active change agents.
- Disseminating experiences, results and recommendations to institutions of higher learning, the networks in which they take part, etc.

**Period of execution:** 2016-2018

- **Tardor Solidària (Autumn for Solidarity)**

**Period of execution:** 2016

- **Technical assistance provided to local councils in the area of cooperation, peace education and social action**

**Period of execution:** 2016

- **Social intervention project in the Barcelona neighbourhood of Torre Baró**

In 2016, the project included social, educational and cultural activities, such as the celebration of International Women's Day, which featured a talk by Dr Dolors Bramon. Collaboration agreements were signed with associations and schools in the northern part of the Nou Barris district to give them support in new technologies and provide them with equipment to improve their integration of digital technology.

**Period of execution:** 2016

- **Interculturality as a positive factor among young people in the Besòs-Barcelonès Nord area**

**Period of execution:** 2015-2016

- **Call for financial assistance to people with dependent minors**

The call has resulted in some 30 awards of assistance for a total of 47,120.

**Period of execution:** 2016

- **European Observatory on Memories**

In 2016, the UB continued to build the network of organizations associated with the Observatory and organized a variety of seminars and workshops in relation to public policies on memory and the use of public space, addressing the different locations of the institutions in the network: Barcelona, Madrid, Milan, Ljubljana, Tarragona, Istanbul and Brussels.

**Period of execution:** 2013-2016

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# Social responsibility in teaching and research activity

## 5.1 SERVICE-LEARNING PROJECTS

Service-learning projects offer an approach to teaching and research that integrates service to the community and academic learning in a single project where students learn about the real needs in the environment in order to make improvements. It is, therefore, an ideal methodology to incorporate social responsibility in higher education and exercise the UB's civic commitment toward its surroundings.

In recent years, the role of service-learning projects has grown as a teaching approach at the UB. Below is a brief description of the main areas of service-learning projects being implemented at the UB.

### Service-learning groups at the UB

The service-learning working group at the UB has been meeting since 2013 to work on disseminating and extending service-learning projects at the UB. The working group is completely interdisciplinary in nature. Its members include teaching staff from several faculties and areas of knowledge: Fine Arts, Biology, Earth Sciences, Education, Law, Philology, Medicine and Health Sciences (Medicine and Nursing), Pharmacy and Food Sciences, Economics and Business, Geography and History, and the UFR School of Social Work.

The four primary aims are:

- To identify the various projects being pursued at the UB that are close to the idea of ApS and share its philosophy and main components even though they did not originate as part of this approach.

- To publicize and promote service-learning projects as an approach that can respond in an integrated manner to the three missions of the UB (teaching, research, and knowledge transfer) and to do so from a perspective that is aligned with social responsibility.
- To carry out joint service-learning projects that enable transversal work and work across faculties.
- To work for institutional recognition and ensure the quality of service-learning experiences.

In the academic year 2015-2016, the main actions carried out by the ApS Group at the UB are:

- Formalizing the UB's ApS Group as an ICE working group and inviting all individuals involved in ApS projects to join.
- Providing training to the ApS coordination group, which is made up of the ApS group coordinators in each faculty.
- Incorporation of the teaching staff at the Faculty of Biology and the UFR School of Social Work into the ApS Group.
- Design, implementation and evaluation of the first period of the transversal ApS project called "Sharing ideas: the university goes to school", initiated in the academic year 2015-2016 with support from the Office of the Vice-Rector for Teaching and Language Policy as a teaching innovation project.
- Organization of the launch for "Learning by doing: service-learning (ApS)" as part of the Third Conference on Service-Learning at the University of Barcelona, in collaboration with the ICE.
- Organization of the workshop "Learning by doing: service-learning (ApS)" in collaboration with the ICE, for the practical development of projects, based on specific cases and real needs, in small groups.
- Studying the possibilities of recognizing and consolidating service-learning at the UB, in collaboration with the Office of the Vice-Rector for Teaching and Language Policy.
- Presenting the ApS Group's work at various national and international academic conferences: 7th National Conference of the Service-Learning Projects University Network and 2nd International Conference of the Service-Learning Projects University Network (Santiago de Compostela, 2016); 9th International Conference on University Teaching and Innovation (Bellaterra, 2016); 16th National Conference and 7th Ibero-American Conference on Pedagogy (Madrid, 2016), and the European Regional Research Conference on Service-Learning and Community Engagement (Bologna, 2016). In addition, various members of the ApS Group have given presentations on service-learning in terms of its field of application at various specialist workshops, seminars and conferences.
- Participation in service-learning project networks: Catalan University Network of Service-Learning Projects, Spanish University Network of Service-Learning Projects and the Ibero-American Service-Learning Projects Network.

Interested parties can follow the project and work of the ApS Group in greater detail on Twitter (@grupApSUB).



## The Right to Rights service-learning project

The Right to Rights project (started in 2006) seeks to improve the training of students and promote the defence and exercise of the rights of the most marginalized individuals and groups. The project brings together the UB, various social organizations and some public and professional bodies. Various activities are carried out, such as placements, preparation of reports and workshops, legal advice, publication of texts, organization of workshops and preparation of research studies. The project works to achieve the objectives set out in the [previous Report on Social Responsibility](#).

### [+ information](#)

Work on the project is organized around legal clinics on specific topics. In the academic year 2015-2016, the legal clinics have been:

- Fight Against Impunity
- Immigration
- Functional Diversity
- Women's Rights
- Real Estate Law and Mediation
- Rights of Persons, Local Syndicates and Women in Management
- Consumer Rights
- Human Rights
- Gender and Anti-discriminatory Rights
- Environmental Law
- Administrative Practice in Immigration and Refugee Law
- Civil Rights
- Social Rights
- General Law
- Prison Law
- Protection of Children and Adolescents

[Publications](#) and [bachelor's degree final projects](#) prepared in the context of the Right to Rights project are available for consultation.

Interested parties can follow the activity of the Right to Rights project on its [Twitter](#) account.

## Service-learning projects in the Faculty of Education

The Faculty of Education has carried on with the efforts begun by the former faculties of Pedagogy and of Teacher Training to incorporate service-learning projects into its departments. The aim is to institutionalize the work and consolidate the minimum sustainable infrastructure for implementation.

The table below provides a detailed look at the various ApS models being pursued at the Faculty.

## Service-learning in the first year of studies

First-year students who start any of the bachelor's degrees of the Faculty are offered the opportunity of a first-hand training and civic experience linked to their studies and valued and recognized with academic credits.

PROJECT	DESCRIPTION	COMPANY/INSTITUTION	PARTICIPANTS
Friends of reading	Help for students in primary and secondary school to improve their reading skills and enjoy reading.	Education Consortium of Barcelona	37
Support for at-risk children and young people	Individual educational support for children and young people at risk of social exclusion, at a key moment in their education.	Association de la Fondation Étudiante pour la Ville	1

Source: Service-learning groups at the Faculty of Education

## Service-learning in the second to fourth year of studies

Students in the second, third or fourth year of bachelor's degrees at the Faculty have a wide range of opportunities from which to choose depending on their interests or training needs. These options are valued and recognized with academic credits.

PROJECT	DESCRIPTION	COMPANY/INSTITUTION	PARTICIPANTS
Physical Education and Social and Educational Intervention	Organization of sessions of motor play for prisons and mental health centres.	Directorate-General for Prisons and Resources of the Government of Catalonia Catalan Federation of Associations of Relatives and People with Mental Health Problems	52
Raising Smiles	School tutoring programme for minors in shelters or care homes.	Daydream Foundation	3
Open Minds Social Club	Spaces focusing on recreational activities for the social inclusion of people suffering mental disorders.	Sant Pere Claver – Solidarity Service Foundation	1
Rossinyol project	Weekly time with a child introducing him or her to different parts of the city, recreational and leisure venues, and areas of cultural production.	Solidarity Service Foundation	7
Study tutoring in a multicultural context	Supervision of a group of four or five children in primary education within the Som-hi project to offer tutoring one day a week.	Migra Studium Foundation	1
Learning support in a project work context	Extraordinary classroom support for students with special educational needs, whose families are broken or who are at risk, in a context of profound change in the educational methodology being used in schools.	Maria Sabastida School Choir	1
In Full Faculties	Participation in a project to give information and advice on drugs and sexuality to the university-age population.	Health and Community Foundation	1
Smiles in youth centres	Summer camp for schoolchildren in Morocco and support in the creation of public spaces that can increase the respect for and value of school, helping instructors in the educational community in three areas, school, family and community, through the training of volunteers and/or instructors.	Katxima Community Development Association	8

PROJECT	DESCRIPTION	COMPANY/INSTITUTION	PARTICIPANTS
Spending time with seniors living in care homes	Spending time with seniors living in care homes in the city of Barcelona.	Solidarity with Seniors Association of Barcelona	3
Classes with immigrants	Preparing and teaching classes relating to language learning, digital technologies, and literacy for immigrant youths and adults, and giving personal and professional support to users.	Casc Antic Inclusion and Training Space	1
For inclusive schooling	Giving support to teachers and students with special educational needs.	La Ginesta Special Education Centre	4
Educational support	Support and tutoring for children whose families cannot give them educational support.	Development, Inclusion and Social Action	1
Cognitive stimulation and social and educational intervention	Group expression, communication and motor-social dynamics with inmates in psychiatric or geriatric units in the men's prison in Barcelona ( <i>La Modelo</i> ).	Association for Participation, Action and Movement in Society	6
Educational tutoring at Al Vent!	Educational tutoring in a socialization and learning space focusing on homework and the study and reinforcement of instrumental subjects, while prioritizing habits, routines and group work.	La Vinya Foundation	2
Bocins Open Recreational Centre	Support combining recreation, sport, workshops, educational tutoring and many other transversal activities for working in groups and various other skills, with the aim of involving the families of children and youths in the daily life of the centre.	La Vinya Foundation	1

Source: Service-learning groups at the Faculty of Education

## Service-learning in individual subjects

The teaching staff in a number of subjects of the Faculty's bachelor's degrees and master's degrees have incorporated service-learning as a new element in their teaching methodology:

PROJECT	SERVICE	SUBJECT	DEGREE
Support for the Barcelona Magic Line	Obra Social Sant Joan de Déu	Ethics, Values and Social Education	Social Education
Educational intervention in projects focusing on stories, reading, psychomotor skills, visual arts and gardening, among others	Barcelona: La Maquinista School, La Farigola School, La Llacuna School, Fluvià School, L'Univers School Santa Coloma de Gramenet: Riera Alta School Sant Adrià de Besòs: Sant Adrià Library	Classroom Intervention in an Early Childhood Education Classroom	Teacher Training in Pre-School and Primary Education
Recovering the historical memory of the neighbourhood through an intergenerational project	Social Education Platform of La Mina – Sant Jordi Salesians (Sant Adrià de Besòs)	Communication and Documentation	Social Work
Values education projects	Organizations selected by students	Axiology and Values Education	Education
Anti-rumour campaign of the Barcelona city council	Barcelona Anti-Rumour Strategy within the Barcelona Interculturality Programme	Interculturality, Immigration and Social Work	Education

PROJECT	SERVICE	SUBJECT	DEGREE
Research on the social need for values, and design of an intervention and community action project	Organizations selected by students	Axiology and Values Education	Education
ICT workshops in venues for seniors	Direcció de Serveis a les Persones i al Territori for the Eixample district (Barcelona city council)	Teaching and Learning in the Digital Society	Education
Social and sporting activities	Men's prison in Barcelona ( <i>La Model</i> )	Interculturality, Immigration and Social Work	Education
Creation of a project linked to <a href="http://www.365beats.org/">http://www.365beats.org/</a> for the smallest children	Sant Joan de Déu	Placement	Social Education
Social and educational project for young children in hospital	Red Cross	TFG	Education

Source: Service-learning groups at the Faculty of Education

## Service-learning projects in the Faculty of Economics and Business

The Faculty of Economics and Business has pursued three major lines of activity in relation to service-learning projects:

- Starting in the academic year 2014-2015, there is a new line of final projects called Social Projects. Selecting this option, students in Economics, Sociology or Business Administration and Management develop lines of study proposed by Finançament Ètic i Solidari, an association that promotes ethical banking. Through this experience, students can gain first-hand experience of ethical banking and finance as a viable alternative to the traditional financial system.

### [+ information](#)

- In the academic year 2015-2016, a new line has been created for bachelor's degree final projects. The basis of study is the L'Economista cooperative (a shop in the Faculty of Economics and Business), which is the last remaining cooperative for students, teaching staff and PAS at the University. The bachelor's degree final projects revolve around improvement proposals for the cooperative and the ensuing results.
- Students can also do external placements in social organizations, which receive ECTS credits, for approximately three and a half months. This approach is primarily intended for students in the bachelor's degree in Sociology and the university master's degree in Sociology: Social Transformations and Innovation. However, it is open to any bachelor's degree or master's degree student at the Faculty.

Since academic year 2015-2016, the Faculty of Economics and Business has also promoted the [Caritas](#) award for the bachelor's degree final project with the best social content. This activity is carried out by Caritas and [Universities with Heart](#), with which the UB has signed a collaboration agreement. In the first edition of the prize-giving, two bachelor's degree final projects were recognized *ex aequo*.

## “Sharing Ideas: The University Goes to School” service-learning project

The “Sharing Ideas: The University Goes to School” project began in the academic year 2015-2016 with support from the Office of the Vice-Rector for Teaching and Language Policy as a teaching innovation project of the UB’s [ApS Group](#). Teaching staff from various areas of knowledge have taken part, turning it into a transversal project. The project involves students in bachelor’s degrees or master’s degrees working in pairs to prepare lectures/workshops on topics of general interest relating to their studies and then going to secondary schools in Barcelona to share them. The typical format is to give an explanation of roughly 20 minutes, followed by a half-hour workshop or debate.

The project builds on the idea that one of the issues in our society – which is increasingly hyper-informed and yet faces greater difficulties to create meaningful knowledge – is the lack of thoughtful opinions and reasons to act or adopt new behaviours. What the project offers is a space to debate topics of importance with two objectives in mind:

1. To disseminate information.
2. To stimulate spaces for debate (which is the best way of building a thoughtful and mobilizing opinion).

The Education Consortium of Barcelona is a key member in this project, because it circulates the proposals and acts as a lynchpin between the University and host secondary schools.

The table below shows the work carried out as part of the project during the academic year 2015-2016:



"SHARING IDEAS": INFORMATION ON THE FIRST PERIOD (SEPTEMBER TO DECEMBER 2015)					
SECONDARY SCHOOL	TITLE	FACULTY	STUDENTS	CLASS GROUPS	STUDENTS
Centre Escolar San Francisco*	Entrepreneurship in the classroom	Economics	2	2	50
	How does a substance become a medicine?	Medicine	3	2	50
Col·legi SIL	Epidemics: remains of the past?	Medicine	2	1	16
Jesuïtes de Gràcia - Col·legi Kostka	Toxic relationships: workshop with partner	Education	2	2	53
	Working for the common good: service-learning	Education	2	2	44
	What's wrong with my grandfather who shakes and has trouble walking?	Medicine	3	2	49
IEA Oriol Martorell	Do we speak languages or dialects?	Philology	2	1	28
IES Infanta Isabel d'Aragó	Using the creative methods of artists	Fine Arts	2	1	18
	Drug use: is it a crime?	Law	2	1	18
	How does a substance become a medicine?	Medicine	3	1	42
Escola Vedruna Àngels	Let's not play with bullying!	Education	3	1	25
Escola Tecnicoprofessional Xavier	Vaccines, the most effective preventive tool: truth or lie?	Medicine	2	1	12
	Travelling microbes or travellers with microbes?	Medicine	2	1	17
	Vaccines against cancer?	Medicine	2	1	21
Institut Galileo Galilei	Do we speak languages or dialects?	Philology	2	1	48
IES Vila de Gràcia	Social lectures	Education	4	2	60
Institut Montjuïc	Do you use 2.0 tools to study?	Education	2	2	37
	What happens to my brain when I drink alcohol?	Medicine	3	3	61
Institut Anna Gironella de Mundet	Altruism, solidarity, ApS	Education	4	2	60
IES Milà i Fontanals	Values education	Education	4	2	60
INS Ventura Gasol	Abusive relationships	Education	3	4	100
IE Les Vinyes	We are stardust! From the Big Bang to Planet Earth	Geology	2	2	37
<b>Total: 14</b>	<b>22</b>	<b>7</b>	<b>56</b>	<b>37</b>	<b>906</b>

\* The lectures/workshops at CE San Francisco involved two class groups (the third and fourth years of ESO) and each talk was given to the two groups. This is why the total number of students in the third and fourth years comes to 50.

Source: Service-learning groups at the UB

"SHARING IDEAS": INFORMATION ON THE SECOND PERIOD (FEBRUARY TO JUNE 2016)					
SECONDARY SCHOOL	TITLE	FACULTY	STUDENTS	CLASS GROUPS	STUDENTS
Centre d'Estudis Dolmen	First aid: basic life support (BLS) and the use of semi-automatic defibrillators (AED)	Nursing	4	5	118
	Posture habits and relaxation to prevent back pain	Nursing	4	3	60
Jesuïtes Sarrià - Sant Ignasi	Using the creative methods of artists	Fine Arts	2	2	40
	Multinationals: do they have duties?	Law	3	6	156
	How does advertising influence what people eat?	Medicine	2	6	150
	Pharmaceutical education in the promotion of healthy living habits: ideas to prevent harmful levels of alcohol consumption	Pharmacy	16	6	152
Jesuïtes Casp - Sagrat Cor de Jesús	Toxic relationships: workshop with partner	Education	2	2	53
	Cannabis, genetics and mental disorders: is there any connection?	Biology	2	2	60
IES Infanta Isabel d'Aragó	Why is gender-related violence on the increase among young people?	Law	2	1	30
Salesians Rocafort	What is homophobia?	Law	1	3	77
Escola Vedruna Àngels	Pharmaceutical education in the promotion of healthy living habits: ideas to prevent harmful levels of alcohol consumption	Pharmacy	3	1	25
	Human rights: from theory to practice	Law	2	1	24
Institut Vall d'Hebron	Using the creative methods of artists	Fine Arts	2	2	48
	Art, light and life	Fine Arts	2	2	37
	How to improve my health through exercise and relaxation	Nursing	2	1	40
IEA Oriol Martorell	What can the present tell us about our linguistic past?	Philology	2	1	20
IES Galileo Galilei	Ramon Llull: thinking, writing and transforming the world	Philology	2	2	43
	What can the present tell us about our linguistic past?	Philology	2	2	43
Col·legi SIL	Recycling: reanimating matter	Fine Arts	2	1	34
INS Josep Mestres i Busquets	Using the creative methods of artists	Fine Arts	2	2	50
IES Príncep de Girona	Interconnecting ideas: let's use dyes from the vegetable garden and the flower garden	Fine Arts	2	1	18
	Experiences from the viewpoint of art, nature and sustainability	Fine Arts	2	1	20
Secció d'Institut Bosc de Montjuïc	Let's not play with bullying!	Education	2	2	50
	Why is gender-related violence on the increase among young people?	Law	2	2	48
	How does advertising influence what people eat?	Medicine	2	2	51



**“SHARING IDEAS”: INFORMATION ON THE SECOND PERIOD (FEBRUARY TO JUNE 2016)**

SECONDARY SCHOOL	TITLE	FACULTY	STUDENTS	CLASS GROUPS	STUDENTS
Institut Flos i Calcat	Pharmaceutical education in the promotion of healthy living habits: ideas to prevent harmful levels of alcohol consumption	Pharmacy	3	1	20
	Cannabis, genetics and mental disorders: is there any connection?	Biology	2	1	23
	What are we like, who are we, what will we become: is it all written in our genes?	Biology	2	1	26
Institut l'Alzina	Let's not play with bullying!	Education	2	3	78
	Vaccines, the most effective preventive tool: truth or lie?	Medicine	2	1	15
	Posture habits and relaxation to prevent back pain	Nursing	2	2	53
	What are we like, who are we, what will we become: is it all written in our genes?	Biology	2	1	25
Institut Montjuïc	How to improve my health through exercise and relaxation	Medicine	1	1	24
IES Guillem de Berguedà	What can the present tell us about our linguistic past?	Philology	2	1	29
IES Jaume Balmes	What can the present tell us about our linguistic past?	Philology	2	1	23
<b>Total: 18</b>	<b>36</b>	<b>8</b>	<b>91</b>	<b>73</b>	<b>1,756</b>

Source: Service-learning groups at the UB



# Economic value generated and distributed

## 6

### Budget history 2013-2016 (millions of euros)

BUDGET HISTORY	2013	2014	2015	2016
<b>Statement of expenditure</b>				
Staff costs	264,45	264,123	279,471	284,999
PDI	160,192	157,966	166,984	-
PAS	81,923	81,053	86,030	-
Others	22,326	25,104	26,457	-
Current expenditure: goods and services	59,811	59,024	63,207	64,080
Financial costs	1,145	1,115	0,850	0,711
Current transfers	17,639	15,823	14,507	8,261
Acquisition of assets	39,685	28,176	38,207	45,400
Capital transfers	0,33	0,117	0,105	0,074
Financial assets	0,237	0,302	0,231	0,244
Financial liabilities	1,55	3,252	21,055	2,531
<b>Total</b>	<b>384,847</b>	<b>371,932</b>	<b>417,633</b>	<b>406,301</b>
<b>Statement of income</b>				
Taxes, public price fees and other income	128,64	132,632	128,723	144,366
Current transfers	216,948	218,436	236,837	237,903
Additions to capital	3,598	7,924	2,569	3,626
Capital transfers	21,047	22,792	24,213	24,960
Financial assets	0,052	0,037	0,126	0,199
Financial liabilities	1,712	0,187	12,747	24,486
<b>Total</b>	<b>371,997</b>	<b>382,008</b>	<b>405,215</b>	<b>435,541</b>

Source: Economic Planning and Budgeting

## Budget outcome and accumulated deficit

These figures come from official data presented in the UB's yearly accounts and they have been audited.

	2013	2014	2015	2016
Budget outcome	-4.160.332,25	<b>5.058.221,53</b>	<b>3.382.415,26</b>	<b>13.749.355,64</b>
Accumulated deficit At 29/9/2017	-60.016.308,72	<b>-56.50.816,67</b>	<b>-53.154.789,30</b>	<b>-52.042.207,36*</b>

\*Provisional data

Source: Economic Planning and Budgeting

