
REPORT ON SOCIAL RESPONSIBILITY

University of Barcelona

Highlights

2012 –
2013

Editorial Board:

Secretaria General
Universitat de Barcelona

Rector:

Dídac Ramírez Sarrió

President of the Board of Trustees:

Salvador Alemany i Mas

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Written by:

Oficina de Control Intern, Riscos i Responsabilitat Social

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Introduction

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This document provides a quick and easy means of consulting the most pertinent aspects of the *Report on Social Responsibility 2012-2013*. Following the model introduced for the previous edition, we have chosen to incorporate only those sections dealing specifically with concrete actions, since other documents such as [The University of Barcelona in Figures](#) or the full *Report on Social Responsibility 2012-2013* provide descriptive accounts of the institution's more general activities. We have also chosen to omit information on the University's environmental activities, which are comprehensively described in the [Sustainability Plan](#) and the accompanying [Monitoring Report for 2013](#). As such, the pages that follow address only a small selection of the many actions and initiatives carried out at the UB over the course of the year; for a broader account, we invite you to read the [Report on Social Responsibility 2012-2013](#).

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

Amid the current social and economic crisis, the social responsibility of public institutions as agents visibly engaged in their communities has become an even greater priority. As a leading social agent with strong roots in the country, the University of Barcelona has a commitment to its people: students, teaching and research staff, administrative and service staff, and members of the general public as well. The UB's goal is not merely to meet these commitments, but to redouble its efforts, since social responsibility is an intrinsic part of what we do. The UB is taking action across all three dimensions of social responsibility: economic, social and environmental.

Foreword from the Rector

Social responsibility plays a crucial role at the UB, and the chief virtue of this report is to provide information on the UB's policies and actions in the economic, social and environmental areas, making our efforts visible in a comprehensive manner. At the same time, it is a useful tool through which to give account of our actions to wider society, the university community and all our stakeholders, setting out our commitments and detailing the objectives and outcomes of activities undertaken in the various areas of the UB. Offering an implicit evaluation of the actions carried out over the course of the academic year, it can also serve as a basis for ongoing improvement.

Foreword from the President of the Board of Trustees

Evolution of social responsibility

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In 2008, the present rector Dídac Ramírez and his leadership team came to office and the UB took the decision to make social responsibility a central pillar of its management approach. Since then, a culture of social responsibility has gradually taken hold throughout the university community, including the student body, the UB's governing bodies, and members of the teaching and research staff and administrative and service staff.

In line with this progress, the UB's activities have expanded from simply preparing an annual report on social responsibility to approving a dedicated Sustainability Plan, taking part in an initiative to obtain the Unesco Chair in Economics for the Common Good, working on the inclusion of socially responsible terms and conditions in public tenders, and preparing a code of social responsibility. The fact that the UB continues to view social responsibility as crucial can be seen in the UB Management Plan 2013-2016, which has an explicit objective to strengthen social responsibility.

Because social responsibility cuts across all of the UB's activities, the entire university community takes part in its development. However, two specific bodies have been set up to focus on the issue: the Committee for Social Responsibility and the Office for Internal Control, Risks and Corporate Social Responsibility.

The Committee is formed by members of the various stakeholder groups and is chaired by the rector. Its mission is to set the course that must be followed in the area of social responsibility and to approve the annual report and any other project or initiative for which support is sought.

The Office promotes the values of social responsibility, proposing mechanisms to achieve a more socially responsible university. In addition, it prepares this report and leads other projects and initiatives on the subject of social responsibility.

Social responsibility in teaching and research activity at the UB¹

The UB offers bachelor's degrees, university master's degrees and UB-specific degrees in which students are able to study subjects with content that is closely related to social responsibility, ethics or the environment and sustainability. In some cases, special sessions are devoted to these issues.

SOCIAL RESPONSIBILITY IN TEACHING AT THE UB			
	BACHELOR'S DEGREES	UNIVERSITY MASTER'S DEGREES	UB-SPECIFIC MASTER'S DEGREES
Subjects linked to social responsibility, ethics or the environment and sustainability	<ul style="list-style-type: none"> - Materials Recycling, Reuse and Revalorization (bachelor's degree in Materials Engineering)* - Materials and the Environment (bachelor's degree in Chemistry and Materials Engineering) - Bioethics and Legislation in Podiatry (bachelor's degree in Podiatry) - Introduction to Ethics (bachelor's degree in Philosophy) - Ethics (bachelor's degree in Philosophy) - Ethics, Values and Social Education (bachelor's degree in Social Education) - Ethics, Preventive Medicine and Public Health (bachelor's degree in Basic Medical Sciences) 	<ul style="list-style-type: none"> - Bioethics and Law (master's degree in Leadership and Management in Nursing) - Value-Based Management (master's degree in Management of Nursing Services) - Corporate Social Responsibility (master's degree in People and Teams Management and Development in Organizations) - Ethical, Legal and Management Issues in Research and Development and Entrepreneurship in Biotechnology (master's degree in Molecular Biotechnology) 	<ul style="list-style-type: none"> - Bioethics and Law (master's degree in Management of Nursing Services, offered by the Institute for Lifelong Learning) - Value-Based Management (master's degree in Management of Nursing Services, offered by the Institute for Lifelong Learning)

* This is a fourth-year subject in the bachelor's degree. It was not taught in 2012-2013 because the first intake of students had only reached the third year of the degree course.

¹ This section has been prepared using information provided by the UB's deans and heads of study. The Office for Internal Control, Risks and Corporate Social Responsibility has made no assessment of the information received.

	<ul style="list-style-type: none"> - Ethics and Social Responsibility of Business (bachelor's degree in Administration and Business Management) - Environmental Psychology (bachelor's degree in Psychology) - Corporate Social Responsibility (bachelor's degree in Advertising and Public Relations of the School of Public Relations, UB-affiliated centre) - Communication for Equality: Ethics and Deontology (bachelor's degree in Advertising and Public Relations of the School of Public Relations, UB-affiliated centre) 	<ul style="list-style-type: none"> - Quality and the Environment (inter-university master's degree in Health and Safety in the Workplace: Prevention of Occupational Risks, together with the UPC and UPF) 	
<p>Subjects with sessions devoted to social responsibility, ethics or the environment and sustainability</p>	<ul style="list-style-type: none"> - Medical Statistics (inter-university bachelor's degree in Statistics, jointly with the UPC) - Statistics for Biosciences (inter-university bachelor's degree in Statistics, jointly with the UPC) - Introduction to Information and Documentation Systems (bachelor's degree in Information and Documentation) - Information Retrieval and Use (bachelor's degree in Information and Documentation) - Legal Aspects of Information (bachelor's degree in Information and Documentation) - Intellectual Property (bachelor's degree in Information and Documentation) - Preservation and Conservation (bachelor's degree in Information and Documentation) - Ecological Anthropology (bachelor's degree in Anthropology) - Archaeology and Professional Practice (bachelor's degree in Archaeology)* - Sociology of Professions, Employment and Work (bachelor's degree in Sociology) - Sociology of Organizations (bachelor's degree in Sociology) - Political and Social Intervention (bachelor's degree in Sociology) - Sociology of Global Processes (bachelor's degree in Sociology) - Organization Management (bachelor's degree in Administration and Business Management) - Strategic Management (bachelor's degree in Administration and Business Management) 	<ul style="list-style-type: none"> - Business Analysis and Negotiation; Entrepreneurship (master's degree in Sport Business Management) - Evaluation of Mineral Deposits (master's degree in Mineral Resources and Geological Hazards) - Experience Management (master's degree in Hotel and Restaurant Management of the University School of Hotel Management and Tourism-CETT, UB-affiliated centre) - Business Management Systems (master's degree in Business Research) - Globalization and Society (master's degree in Business Law) 	<ul style="list-style-type: none"> - Management. Executive MBA - Operations. Executive MBA - Innovative Management of Immigration (inter-university master's degree in Contemporary Migrations, jointly with the UAB)

* This is a fourth-year subject in the bachelor's degree. It was not taught in 2012-2013 because the first intake of students had only reached the third year of the degree course.

Source: Office for Internal Control, Risks and Corporate Social Responsibility

The UB also offers eight master's degrees with subject matter that is inextricably linked to social responsibility:

- Bioethics and Law: Problems of Health and Biotechnology (UB-specific master's degree).
- Corporate Social Responsibility: Social Accounting and Auditing (UB-specific master's degree offered by the Institute for Lifelong Learning).



- Social Economy and Management of Non-Profit Organizations (UB-specific master's degree offered by the Institute for Lifelong Learning).
- Renewable and Sustainable Energy (university master's degree).
- Animal-Assisted Educational and Therapeutic Care (UB-specific master's degree).
- Systemic Pedagogic Intervention with Systemic Coaching (UB-specific master's degree).
- Interpretation and Intervention in Communication and Sign Language (UB-specific master's degree).
- Ecological Agriculture (UB-specific master's degree).

Also noteworthy are the learning-service projects² carried out at the Faculty of Law (called [Dret al Dret](#)) and at the [Faculties of Education and of Teacher Training](#) (described in section 7.7 of this report).

Lastly, it should also be noted that the Faculty of Economics and Business began organizing a three-week series of lectures and debates in the academic year 2011-2012. Participants include experts in social economy and third-sector enterprises, giving students first-hand knowledge of what the social economy and the third sector are and what they represent in an economic climate such as the current one.

² Learning-service projects are an educational methodology that combines academic learning with service to the community in unique projects in which students receive training through work on real needs in their environment in order to improve that environment.

Social responsibility policies and initiatives addressed to the University community

5.1 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 and postgraduate courses](#)

[→For doctoral studies](#)

GENERAL AND MOBILITY GRANTS FOR STUDENTS ENROLLING IN PRE-EHEA DEGREES, BACHELOR'S DEGREES AND UNIVERSITY MASTER'S DEGREES	2009-2010	2010-2011	2011-2012	2012-2013
Applications	12,671	14,811	17,153	18,588
Grants awarded	6,983	8,463	9,696	10,448
Percentage of successful applications	55.11%	57.14%	56.50%	56.2%

Source: Technical Cabinet at the Rector's Office

In last year's report on social responsibility, the UB announced [a series of measures to be implemented in the academic year 2012-2013](#) in order to ensure that students did not have to abandon their studies for purely financial reasons. The four points below highlight some of the figures associated with these steps:

- **80% of students in university master's degree programmes** were able to take advantage of the 28.69% discount in the price per credit for first-time enrolment in university master's degrees not leading to the practice of regulated professions.
- Financial aid was provided to compensate for the rise in enrolment fees. One of the groups benefitting from this aid is first-year students who meet the financial criteria for a grant but

are excluded because of the increased stringency of the academic criteria. **Of the 54 applicants, 17 received financial assistance.**

- Another group that is eligible for financial aid to alleviate the rise in fees is students who have to repeat a subject for the first time: they can pay the standard fee for the subject without the surcharge for repeat enrolment (covering up to 18 credits). **Of the 351 applicants, 140 received financial assistance.**
- Financial aid was also designed for cases of special economic hardship. Based on a case-by-case analysis of each student, the full payment of fees can be delayed for up to two years, enabling students to continue their studies. **Of the 85 applicants, 19 received permission to pay late and in instalments.**

5.2 SOCIAL SECURITY AND HEALTH BENEFITS

Other social benefits recognized in UB regulations for employees

The 2013 legislation on budgets passed by the Government of Catalonia extends the prohibition or restriction on social benefits shown in the table below:

SOCIAL BENEFITS AWARDED TO UB STAFF (NUMBER OF RECIPIENTS)	2010	2011	2012*	2013
Pension Plans	7,632	0	0	0
Social action fund**	2,407	2,496	2,285	0
Financial assistance for enrolments	1,068	1,177	1,061	0
Maternity/paternity leave	136	166	147	131
Disability compensation	4	5	1	0
Survivor's benefits	2	4	0	0

* In 2012, applications for Social Action Funds, financial aid for enrolment, disability compensation and survivor's benefits were only processed prior to the entry of the new regulations into force.

** While the data for the other benefits refer to number of recipients, the data for Social Action Funds refer to the number of awards of financial assistance.

Source: Human resources

MATERNITY/PATERNITY LEAVE	2010	2011	2012	2013
Women	100	112	117	95
Men	36	54	30	36

Source: Human resources

[+ information](#)



5.3 COMMITMENT TO EQUAL OPPORTUNITIES

The UB unit dedicated to equality seeks to achieve equality for everyone in the university community. The [Second Equality Plan](#) was prepared to make this goal a reality in the period from 2011 through the preparation of the Third Equality Plan.

[+ information](#)

Based on its commitment to **establish a policy to prevent and eradicate violence against women** (a commitment corresponding to the tenth pillar of the Second Equality Plan) and in accordance with the actions proposed as part of that pillar, the Equality unit carried out the following actions:

- **Action: the development of resources aimed at the prevention and early detection of discrimination and violence against women**
 - **A support service dedicated to helping** members of the university community who wish to report cases of sexual harassment. While approval of a uniform institution-wide protocol for action is pending, specific protocols for action and prevention have been put into effect in a number of faculties with the approval of their respective leadership teams. In the case of faculties that do not have specific protocols, situations of sexual harassment have been addressed with preventive measures until a solution can be found. The advice and support provided by OSSMA to some of the support services have been significant.
- **Action: the development of protocols for action in case of gender violence or sexual harassment**
 - Organization of initial meetings in the development process of the **UB Protocol for prevention, detection and action against situations of sexual or gender harassment, including cases of sexual orientation**. The following steps have been taken at the meetings:
 - > Identifying potential situations of violence and harassment.
 - > Setting criteria to initiate disciplinary measures and take adequate legal action.
 - > Clarifying the remit and model action steps for individuals or **bodies vested with the responsibility to manage cases of sexual or gender violence or harassment**.

- **Action: raising the visibility of approaches and resources offered by the UB to the university community (teaching and research staff, administrative and service staff and students) for the prevention and early detection of situations involving gender-based discrimination or violence**
 - Raising awareness on the prevention of harassment and on the equality of opportunities between women and men, by means of:
 - > **Presentation of the equality committees** in each faculty to the students and an explanation of the committees' purposes.
 - > Inclusion of **information on the Equality Unit's support services and on student rights in the calendar** provided to students each year.
- **Action: commemoration of the International Day for the Elimination of Violence against Women**
 - **Bibliographic exhibition on non-sexist language**, organized by the Equality Committee of the Faculty of Philology.
 - Publication of the third edition of the **2013 Calendar of Researchers in Nuclear Physics** on the website of the Faculty of Physics (organized by the Equality Committee of the Faculty of Physics with the collaboration of the National Centre for Particle, Astroparticle and Nuclear Physics).
 - Roundtable **“What do we do about gender-based violence? Responses from society and institutions”** (organized by the Equality Committee of the Faculty of Economics and Business).
 - Talk on the subject of **“Psychological violence against women: from influence to domination”**, with the involvement of the UB research group studying the psychology of influence, harassment and violence (organized by the Equality Committee of the Faculty of Pharmacy).
 - Talk on the subject of **“Gender-based violence in the law courts: myths and legends”** (organized by the Equality Committee of the Faculty of Medicine, together with the Committee on Intrafamily and Gender-Based Violence, of the Hospital Clínic).
 - Formal UB support for the **unified institutional manifesto against sexist violence**, undertaken by the Government of Catalonia; the provincial councils of Barcelona, Girona, Lleida and Tarragona; the federation of municipalities in Catalonia, and the Associació Catalana de Municipis i Comarques.
- **Action: organization of specific training activities to raise awareness about gender-based violence**
 - Participation in the planning of gender-specific courses and seminars, and of courses in the Women's Summer University. These activities are aimed at raising awareness and providing training on gender issues for staff in the university community and for the wider public.
- **Action: establishment of ties with local, regional, national and international public and private bodies committed to action against gender-based violence**
 - Participation of the chair of the UB's Equality Committee, as a representative of the Inter-University Council of Catalonia, in the ordinary meeting of the National Committee for Coordinated Intervention against Male Violence against Women, a body of the Government of Catalonia. The meeting included the presentation of the Comprehensive Intervention Programme against Male Violence against Women for 2012-2015 and the main developments and initiatives of the government to address male violence against women in the year 2013.



5.4 PROGRAMMES AND SPECIFIC AGREEMENTS TO SUPPORT STUDENTS WITH SPECIAL REQUIREMENTS

The Student Support Service (SAE) operates a number of integration programmes:

- **The Fem Via Programme:** this programme addresses the special requirements of UB students with any kind of disability (who currently number 584). The aim is to promote equal opportunities and to fully include disabled students in academic life, as well as to raise awareness among other members of the university community.

[+ information](#)
- **The Diversity Support Programme:** this programme aims to facilitate the incorporation and social and educational inclusion of all students, to foster a climate of co-existence and respect, and to make the most of the advantages that cultural diversity brings to the UB. This initiative is especially important because the number of newcomers to Catalonia is increasing each year.

[+ information](#)
- **The Temporary Support Programme:** this programme provides temporary support to students experiencing personal difficulties (e.g., illness, accidents, family situations) that may affect their performance and prevent them from carrying out normal academic activities.

[+ information](#)
- **The Viure i Conviure Programme:** this initiative, which is sponsored by the Obra Social arm of Catalunya Caixa, gives university students the opportunity to lodge in the home of an elderly person, encouraging intergenerational contact and solidarity. The intention is twofold: to respond to the needs of the elderly for company and to address the lack of accommodation for young students.

[+ information](#)

- **The Lloguer Solidari Programme:** this programme, which is sponsored by the Fundació Catalunya—La Pedrera, helps to provide student accommodation at affordable prices. It brings together individuals or families that have a spare room in their homes and wish to earn extra income from renting it and young people (with preference given to university students) who seek an affordable solution in order to move away from home.

The rental prices are set below the market value and, in return, the landlord can request help from the tenant (e.g., carrying groceries home, doing household tasks, giving private classes, etc.).

[+ information](#)

In addition, the UB maintains two agreements of note:

- **Collaboration agreement with the Hospital Clínic and the Catalan Institute of Oncology:** the agreement is aimed at helping UB students who, for medical reasons, are undergoing long-term hospitalization. The agreement involves the provision of academic support and tutoring seminars during hospitalization, minimizing the loss of contact between students and their university studies and ensuring their continued education. The academic support is given by a network of participating collaborators who receive financial aid in return for their services. This aid does not entail any kind of employment contract, nor does it entail any cost for the Catalan Institute of Oncology or the Hospital Clínic.

[+ information](#)

- **Agreement with the NGO Projecte Home:** in collaboration with Projecte Home, the UB organizes workshops aimed at giving UB students a comprehensive view of the realities of drug addiction and other addictions. Although the initiative is mainly intended for UB students, it is also open to secondary school teachers and parents associations.

[+ information](#)

5.5 WORK-LIFE BALANCE

Because the UB is committed to giving staff every opportunity to maintain a healthy work-life balance, two projects have been implemented for administrative and service staff.

- In the first project, staff were given a pool of 56 hours for the year to improve their work-life balance. Participation in the project was voluntary. A subsequent study among participants showed that 73% of requests were made to deal with personal duties and errands, while 18% were for taking care of children, 6% were for taking care of parents and 3% were for taking care of other relatives.
- The second project focused on time management. Participation was again voluntary. All participants had to complete a compulsory online questionnaire to identify how they use their time at work and they immediately saw how the time needed to complete compulsory work could be reduced by fifteen minutes. Based on the information received, the aim was to offer training for staff to make better use of their time at work. Participation in the project was 87.77%. Among civil servants, the participation was 95.12%, while it was 81.79% for university-contracted staff.



5.6 SUPPORT FOR ADMINISTRATIVE AND SERVICE STAFF WITH SPECIAL REQUIREMENTS

In 2013, the Office of the Vice-Rector for Administration and Organization set up the Committee for the Surveillance and Prevention of Psychosocial Problems, which has a twofold mandate: to intervene directly in coordinating the institutional response to complex difficulties encountered by individual members of the administrative and service staff, and to work with other UB services and structures to determine optimum solutions to the cases reported.

The Committee is also intended to be a forum for reflection on the psychosocial problems identified, with a view to designing and implementing effective prevention mechanisms. The outcomes of each case will be filtered into a series of general recommendations to build a comprehensive body of knowledge from which to analyse and address future problems.

The Committee is formed by the vice-rector for Administration and Organization (who acts as Chair), the Commissioner for Social Development and Ageing, the president of the Gender Equality Committee, the director and assistant director of the Area of Organization and Human Resources, the manager of the Office for Conflict Resolution and Mediation, the head of the Health, Safety and Environmental Issues office, the presidents of the representative committees for administrative and service staff (civil servants, on the one hand, and university-contracted staff, on the other), and delegates from the various unions representing administrative and service staff at the UB.

Social responsibility policies and initiatives addressed to general society

6.1 COLLABORATION WITH THE LOCAL ENVIRONMENT

The UB encourages cooperation with organizations in the local environment. Our aim is to be socially engaged and to collaborate with local government in order to foster the development of these areas. In this respect, two collaborations in the Raval neighbourhood are particularly noteworthy.

Tot Raval

Not only does the UB foster close relationships with major cultural institutions in the neighbourhood (MACBA, CCCB, Library of Catalonia, Blanquerna, etc.), but it also plays an active role in the activities of the Tot Raval Foundation and even has a seat on the foundation's board of trustees.

The Tot Raval Foundation, which brings together 60 associations, institutions, individuals and enterprises with links to the Raval, was created in 2002 with the shared aim of enhancing the quality of life in the neighbourhood through the coordination and networking of local agents in social, cultural, economic and commercial areas.

[+ information](#)

Xicra

The UB is also an active contributor to Xicra, a network of cultural institutions in the Raval. Xicra's founding protocol has now received approval and its functions and objectives have been defined.

6.2 UNIVERSITY OF EXPERIENCE

The University of Experience (*Universitat de l'Experiència*, UdE) is aimed at learners aged fifty-five years and over, offering a series of integrated and UB-accredited university courses that are one to three academic years in length and have no educational prerequisites.

Each curriculum combines specific subjects that provide the necessary foundation as well as bachelor's degree subjects in which UdE students share the classroom with students pursuing their bachelor's degree.

[+ information](#)

The University of Experience pursues the following goals:

- To offer university training and promote culture at later stages of life.
- 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 table below shows how the UdE's course offering has developed over time:

UNIVERSITY OF EXPERIENCE COURSES	2010-2011	2011-2012	2012-2013	OBJECTIVES 2013-2014	OBJECTIVES 2014-2015	OBJECTIVES 2015-2016
Libraries and Archives in the Digital Age*	✓	✓	✓	✓	✓	✓
Language and Literature	✓	✓	✓	✓	✓	✓
Education and Citizenship**	✓	✓	✓	✓	✓	✓
Psychology	✓	✓	✓	✓	✓	✓
Philosophy		✓	✓	✓	✓	✓
History of Art			✓	✓	✓	✓
Health and Wellbeing			✓	✓	✓	✓
Food and Gastronomy				✓	✓	✓
History, Society and Territory				✓	✓	✓
Astronomy and Meteorology					✓	✓
Biology: the Human Being and Biodiversity					✓	✓

* In 2010-2011 it was called Information, Documents and Libraries for the Individual. In 2011-2012, it was called Information Management for the Individual.

** In 2010-2011 it was called Teaching and Society and in 2011-2012 it was called Education and Society.

Source: *University of Experience*

The UdE also has agreements with other units and institutions to organize additional training courses and social and recreational activities.¹ The offering for 2012-2013 included:

¹ These courses and activities are open not only to UdE students but also to other UB groups, provided that the individuals are 55 years of age or over and there are available places.



- English and French courses.
- Physical activity courses (a Qigong course and another physical activity course).
- Music courses.

In addition, the Ude organizes talks, workshops, trips and other activities at the behest of the different programmes or the students themselves. These events are open to all registered participants.

6.3 UB VOLUNTEERING

UB Volunteering is open to the university community and the general public and has the goal to create a university that shows greater solidarity and commitment to civil society, organizing or collaborating in activities in support of local charitable organizations.

[+ information](#)

ACTIVITIES WITH UB VOLUNTEERING PARTICIPATION				
ACTIVITY	COLLABORATING ORGANIZATION	2012	2013	OBJECTIVES 2014
Training course on care and neurological diseases	Friends of Neurology	√	√	√
Food collection on Bellvitge Campus and at the Historic Building	L'Hospitalet Red Cross	√	√*	√
Studies Solidarity Olympics at the UB libraries	United Nations Association of Spain	√		
Toy collection	Youth Red Cross	√	√	√
Model United Nations	United Nations Association of Spain		√	
Clothing collection	Arrels Foundation and Formació i Treball Foundation		√	√
Conference to raise awareness of the International Day for the Eradication of Poverty	Arrels Foundation		√	√

Guided tour of the Arrels Foundation	Arrels Foundation		√	
Walk to combat sleeping in the street	Arrels Foundation		√	
Winter volunteering	Arrels Foundation		√	
Support to the distance learning project	AUXILIA: volunteering for the social and cultural integration of people with disabilities		√	
Food collection	Food Bank		√	√
Trailwalker	Intermón Oxfam		√	
Commemoration of World Water Day	Intermón Oxfam		√	
Solidarity yoga course	Intermón Oxfam		√	
Medicine collection	Drug Bank		√	√
Blood drive	Banc de Sang i Teixits		√	√
Cursa dels Nassos (10 km run)	Càritas		√	√
Primary school tutoring	Catalunya-La Pedrera Foundation		√	√
School tutoring	Fundació Centre Obert Joan Salvador Gavina		√	√
Summer camps	Fundació Centre Obert Joan Salvador Gavina		√	√
Christmas dinner for the disadvantaged	Community of Sant'Egidio		√	√
Solidarity calendar 2014	CRAI		√	√
Hygiene products collection	CRAI (organizer) and Arrels Foundation (charitable body)		√	
Visits with the Elderly	Amics de la Gent Gran			√
Volunteering with young children	Casal dels Infants			√
Bone marrow drive	Vicente Ferrer Foundation and the Banc de Sang i Teixits			√
Culture recycling drive **	Servei Solidari			√

* Food was collected only at the Bellvitge campus.

** This activity was aimed at collecting books from the university community in order to offer them on Sant Jordi's Day in exchange for a donation.

Source: Committee for Social Development and Ageing

Summary of UB Volunteering activities in 2013

Collaborating organizations	14
Total activities	24
Total volunteers	1,846
Toys collected	800
Blood donated (in litres)	769
Hygiene products collected (in kilos)	200
Monetary donations (in euros)	2,363
Food collected (in kilos)	1,781
Clothing collected (in tonnes)	3

6.4 LEARNING-SERVICE PROJECTS

The “Dret al Dret” learning-service project

This is a joint project conducted by members of the university community, social organizations, public entities and professionals concerned with attaining the specific goals set out below:

- Improving and encouraging the defence and exercise of the rights of less fortunate individuals and minority groups.
- Enhancing services aimed at groups that have greater difficulty gaining access to the social and legal resources required to defend their rights.
- Providing better services to organizations working to the same ends.
- Developing collaborative and working relationships between the Faculty of Law and public, social and professional organizations.
- Enhancing the training of Law students.

[+ information](#)

Given the large number of participating organizations and teaching staff involved, this is something of a unique project in the university and social panorama.

Work on the project is organized around law clinics on specific topics:

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

Learning-service project of the Faculties of Education and Teacher Training

The faculties of Education and Teacher Training are taking a leading role in social responsibility, adding it to their traditional functions of training and scientific research.

Learning-service introduces the idea of civic commitment in higher learning and promotes innovation in educational methodologies, combining processes of knowledge acquisition and attainment of competences with service to the community.



The two faculties have institutionalized the approach and have an Office for Learning-Services, which runs the cross-disciplinary programme “Transversal” and promotes the inclusion of the methodology in classroom work.

[+ information](#)

“Programa Transversal”

This cross-disciplinary programme is made up of a series of projects on offer to students enrolled in different bachelor’s and master’s degrees within the faculties of Education and Teacher Training.

The projects are carried out in conjunction with various organizations in Barcelona and students generally receive credits for their involvement.

[+ information](#)

First-year students in Education, Social Education, Social Work, Early Childhood Education and Primary Education can take part in projects focused on:

- Encouraging reading.
- Spending time with at-risk children and young people.

Students in their second, third or fourth years or in the master’s programme can take part in projects focused on:

- “En plenes facultats” prevention programme.
- Physical education and social and educational intervention.
- Education for peace, through upper secondary school research projects.
- Educational activities for children and young people at risk of social exclusion.
- School tutoring and recreational outings to learn about the surrounding environment.
- Rossinyol project.
- Classes for immigrants.
- School tutoring in a multicultural context.
- Learning support for project work.

PARTICIPATION IN THE “PROGRAMA TRANSVERSAL”, BY PROJECT	
PROJECT FOCUS	NUMBER OF STUDENTS
Encouraging reading	76
Spending time with at-risk children and young people	30
“En plenes facultats” prevention programme	21
Physical education and social and educational intervention	41
Education for peace, through upper secondary school research projects	1
Educational activities for children and young people at risk of social exclusion	1
Rossinyol project	5
Classes for immigrants	5
School tutoring in a multicultural context	8
Learning support for project work	4
Total	192

Source: Office for Internal Control, Risks and Corporate Social Responsibility

The impact of the learning-service programme for education in the academic year 2013-2014 can be seen in the [seventeen activities](#) of this type across a variety of subjects.



6.5 UB SOLIDARITY FOUNDATION

The Solidarity Foundation was set up in 1996 on the initiative of the Món-3 Foundation and the UB to promote human rights and social action in keeping with universities' responsibility to society.

This section looks at projects that were new or ongoing in 2013. Any projects mentioned in last year's report are mentioned, but not described in detail.

[+ information](#)

International development cooperation in other countries

- [Creation of the Centre for Comprehensive Training for young men and women from the indigenous reserve of La María \(Colombia\)](#)

PERIOD OF EXECUTION: 2011-2013

- **University extension course on models of social intervention and economic promotion for the rollout of public policies in Morocco (Figuig)**

This project aims to provide training to politicians, local experts and leaders of civil society to implement public policies at the local level.

PERIOD OF EXECUTION: November 2013-June 2014

- [Treatment of industrial wastewater in the Luang Ning and Hanoi provinces \(Vietnam\)](#)

A final seminar was held to conclude a project on raising awareness about the environment and wastewater management in Hanoi.

PERIOD OF EXECUTION: 2010-2013

- [Training in human rights in Israel and the Occupied Palestinian Territories](#)

As part of this project, an online university extension course entitled **International Law and Non-Violent Popular Struggle: Organizing for Social Change** was run in English.

PERIOD OF EXECUTION: 2013-2014

Prominent social action projects carried out in Spain

- [The PAULA Peace Education programme](#)

PERIOD OF EXECUTION: 2014

- **Implementation and first year of online master's degree specializing in Education for Sustainable Development and Global Citizenship**

This master's degree is aimed at education professionals. It gives them knowledge and tools to understand and critically assess the global reality and the dynamics of a globalized world. Students gain a deeper critical understanding of the educational models that underpin today's educational approaches to development and human rights.

PERIOD OF EXECUTION: 2011-2013

- **Youth-Directed Sensitization and Education about Development**

A variety of activities to raise awareness are offered to teachers to use in their classroom planning. The activities seek to increase student sensitivity and encourage research for peace, particularly in upper secondary school projects. Another goal is to reinforce learning objectives at that stage of students' education.

PERIOD OF EXECUTION: 2013

- [Observatory on human rights and conflict](#)

PERIOD OF EXECUTION: 2013

- [Tardor Solidària \(Autumn for Solidarity\)](#)

PERIOD OF EXECUTION: 2013

- [Technical assistance provided to local councils in the area of cooperation, peace education and social action](#)

PERIOD OF EXECUTION: 2013

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

Social intervention activities were carried out in the neighbourhood of Torre Baró, centred around the management of a residential building for social housing handed over by the Barcelona City Council.

PERIOD OF EXECUTION: 2013

- **Programme on urban agriculture and social allotments in the Barcelona Metropolitan Area**

The programme assigns allotments to people at risk of social exclusion in the Barcelona Metropolitan Area. The first municipality in the programme was Sant Feliu de Llobregat, where some seventy allotments were set up. Next will be the municipalities of Rubí, Santa Coloma de Gramenet, Esplugues and El Prat de Llobregat.

PERIOD OF EXECUTION: 2013-2014

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

A call was held to offer financial assistance to administrative and service staff at the UB who have dependent minors with some degree of disability. Some thirty awards of assistance were given at a total value of 50,000 euros.

PERIOD OF EXECUTION: 2013

- **The European Democratic Memory: Beyond Nazism and Stalinism**

Preparation of a white paper on European policies on memory. Shortly, the paper will be presented in publication, online and at a European meeting.

PERIOD OF EXECUTION: 2013-2014

- **European Observatory on Memories**

Creation of the European Observatory on Memories to coordinate European policies on democratic memory at the governmental level and in civil society. There are 22 members from twelve EU countries.

PERIOD OF EXECUTION: 2013-2015

Other programmes

- Fun and Sports Day with the Quatre Camins Youth Detention Centres hosted by the UB.
- Fun and Sports Day bringing together UB students and people with mental disorders from the FECA-FAMM (the Catalan Federation of Associations of Relatives and People with Mental Health Problems).
- Participation in the solidarity committees of the Vives University Network and of the Catalan Association of Public Universities.
- Solidarity campaigns organized jointly with [UB Volunteering](#) (toy collection, book collection, food collection, blood drive, etc.).
- Collaboration with the Colombia in Peace campaign, in support of the negotiation process for peace in Havana.