
REPORT ON SOCIAL RESPONSIBILITY

University of Barcelona

Highlights

2013—
2014



UNIVERSITAT DE
BARCELONA

Edicions

Editorial Board

Secretaria General
Universitat de Barcelona

Rector

Dídac Ramírez Sarrió

President of the Board of Trustees

Salvador Alemany i Mas

© Universitat de Barcelona

Written by

Oficina de Control Intern, Riscos i Responsabilitat Social

Published by

Edicions de la Universitat de Barcelona

Legal deposit number

B-29.569-2015

UB digital deposit

<http://hdl.handle.net/2445/68548>

Table of contents

1. Introduction	4
2. Excerpt from the foreword by the Rector and the President of the Board of Trustees	5
3. Stakeholder groups	6
3.1 List of stakeholder groups	6
3.2 Identification of stakeholder groups	6
3.3 Participation of the UB's stakeholder groups	7
3.4 Issues arising from the participation of stakeholder groups and the UB's approach to resolving them	9
4. Waste generated and energy and water consumption	10
4.1 Total weight of waste generated	10
4.2 Electricity consumption	12
4.3 Natural gas consumption	12
4.4 Water consumption	12
5. Social responsibility policies and initiatives addressed to the University community	13
5.1 Student support	13
5.2 Grants and financial aid	14
5.3 Policies to address special PAS needs	16
5.4 Bodies to manage conflicts and disputes among UB stakeholders groups	17
5.5 Equality	22
5.6 Time Bank Initiative	23
6. Social responsibility policies and initiatives addressed to general society	24
6.1 Learning-service projects	24
6.2 University of Experience	28
6.3 UB Volunteering	29
6.4 The UB Solidarity Foundation	32

This executive summary provides a quick and easy means of consulting the most pertinent aspects of the [Report on Social Responsibility for the academic year 2013-2014](#). Following the model introduced for the [Report on Social Responsibility for the academic year 2010-2011](#), we have chosen to focus on specific activities at the core of the UB's institutional mission, since descriptive accounts of more general activities can be found in other documents such as [The University of Barcelona in Figures](#) and the [Report on the Academic Year 2013-2014](#). As such, this summary covers actions that have a bearing on the University community and other initiatives with a broader impact on the rest of society. In addition, there is a study of UB stakeholders and an overview of the figures on resource consumption and waste generation at the University over the reporting period. The pages that follow, while illustrative, address only a small selection of the many actions and initiatives carried out at the UB; for a broader account and a more complete picture of the University of Barcelona as an institution, we invite you to read the [Report on Social Responsibility for the academic year 2013-2014](#).

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

While we still have some way to go, we can nevertheless take pride in the results we have achieved in the area of social responsibility and accountability. These results reflect the UB's consolidation as a provider of knowledge and as a social agent deeply involved in the wider community, a path that we have decided to promote through the evaluation of the common good matrix of the UB as the responsible economic and social agent that we are.

DÍDAC RAMÍREZ
Rector of the University of Barcelona

This report provides a comprehensive overview of the UB's policies and actions in the different areas of social responsibility. At the same time, it is an important tool through which to give an account of our actions to the wider society, the university community and all our stakeholders, setting out our commitments and detailing the objectives and outcomes of the UB's activities.

SALVADOR ALEMANY
President of the Board of Trustees

Stakeholder groups

3

In one way or another, the University of Barcelona's activities affect a wide array of stakeholders in society. The Office for Internal Control, Risks and Corporate Social Responsibility (OCIRIRS) has contacted the units within the UB's administrative structure to identify the UB's impact on its stakeholders.

3.1 LIST OF STAKEHOLDER GROUPS

The vast majority of units mention **PDI staff**, **PAS staff** and **students** as their primary stakeholder groups.

Other groups also receive mention, though much less frequently. These include **secondary-school teachers**, **public institutions** and **bodies**, **companies in the private sector**, **society at large**, **trade unions**, **foundations**, the UB's **governing bodies**, and **suppliers**.

Lastly, a few additional mentions include **primary-school and vocational teachers**; **prospective students**; visiting **students**, **teaching staff** and **PAS staff** from abroad; the **elderly**; **alumni**; the **media** and **advertising agencies**, and **trainers taking part in non-state regulated training** (trainers in NGOs, adult education, leisure activities, the third sector, etc.).

3.2 IDENTIFICATION OF STAKEHOLDER GROUPS

As explained above, a wide array of units were consulted to identify the UB's stakeholder groups. Specifically, the following units took part in the process:

- Cabinet at the Rector's Office
- Committee for Social Development and Ageing

- Corporate Image and Publicity
- Corporate Training
- Equality Committee
- Finance
- General Secretary's Office
- Human Resources
- Institute of Education Sciences (ICE)
- International Mobility and Programmes (OMPI)
- Legal Services
- Office for Health, Safety and Environmental Issues (OSSMA)
- Office of the Vice-Rector for Administration and Organization
- Office of the Vice-Rector for Institutional Relations and Culture
- Office of the Vice-Rector for Students and Language Policy
- Office of the Vice-Rector for Teaching Staff
- Ombuds Office
- Right to Rights Project
- Student Support Service (SAE)
- Support and Mediation Office
- UB Alumni
- UB Solidarity Foundation
- Unit for Administrative Procurement

3.3 PARTICIPATION OF THE UB'S STAKEHOLDER GROUPS

The UB's primary stakeholder groups (PDI, PAS, students) and society at large participate in the governing bodies of the university through their representatives on the Board of Trustees. As a result, they not only have influence on the decisions that are taken within the institution, but also play a key role. Beyond their role in these governing bodies, the nature of their participation is determined by the case and unit involved. The frequency of meetings of the governing bodies also varies by body.

For some units, the relationship with the most closely implicated stakeholder group is not built around regular, pre-established channels of communication, but is tied to the treatment of specific situations that raise problems at a given time and require special attention. This is the case, for example, with the Office of the Vice-Rector for Students and the student body (there is also the Observatory on Students and Studies, which is addressed in another section of this report), or with the Equality Committee and the Support and Mediation Office and the members of the university community who need their services.



In other cases, such as the ICE, OSSMA and Human Resources, communication is open and ongoing. The ICE appoints a training coordinator in each faculty or university school who uncovers and communicates needs. The ICE is also in constant contact with the Government of Catalonia and the third sector. In the case of risk assessments, the OSSMA remains in ongoing communication with staff through their representatives (prevention delegates) and regular meetings of the Health and Safety Committee. The participation of the trade unions in labour negotiations in the area of human resource management is regular and ongoing. In this respect, working groups have been set up with trade-union involvement in order to promote broader teamwork and make progress in the negotiation of certain subjects.

Student Support Services (SAE) communicates with prospective students not only through the organization of events, such as workshops, talks and open days, but also by collecting their views through participant questionnaires at the end of courses or lectures, interviews with students who have special needs, and professional and vocational guidance.

The Office of the Vice-Rector for Teaching Staff channels communication with its primary stakeholder group, PDI staff, through trade-union representatives and meetings with specific groups of teaching staff that are held to address subjects of particular interest. In addition, a vast amount of communication with PDI staff takes place via group emails and written announcements.

Satisfaction questionnaires, which are completed by service users, are one of the communication methods used with the stakeholders of UB Alumni, the Office of the Vice-Rector for Institutional Relations and Culture, and Corporate Training (in addition to SAE, already noted above). Also, the Office of the Vice-Rector follows up on the impact that activities have had in the mass media and social networks. In addition, Corporate Training conducts interviews and has a Training Committee.

Corporate Image and Publicity publishes a newsletter, communicates on its website and conducts online campaigns.

The participation of suppliers is determined by regulations governing public institutions.

3.4 ISSUES ARISING FROM THE PARTICIPATION OF STAKEHOLDER GROUPS AND THE UB'S APPROACH TO RESOLVING THEM

Based on communication between the Office of the Vice-Rector for Students and the UB's students, it has become clear that students view the enrolment fees as too high and the financial aid as insufficient. These two problems, however, do not depend on the UB, because they fall within the purview of public-sector regulatory bodies. Nevertheless, the Office of the Vice-Rector has implemented a range of options in the form of [financial assistance](#) to ameliorate the situation. The goal is to ensure that no student need abandon their studies for purely financial reasons.

In the case of teaching staff, tension and discord have arisen as a result of budgetary constraints and restrictions on staff replacement rates. A portion of PDI staff take the view that working conditions are becoming more precarious and do not ensure that teaching staff can develop a professional career. To address this situation, an emergency plan is underway to use outside funding to safeguard talent retention within the UB.

Communication between Corporate Training and PAS staff has uncovered the need for staff to have new profiles and skills. As a result, specific training is required to enable adaption to these new needs. Corporate Training is at work on courses to address the current shortcomings.

The Support and Mediation Office has identified a need to improve communication with other UB units in order to offer a faster, more comprehensive service. Work is currently underway to correct this situation.

The problems faced by the Culture Unit concern the limitations on space in the Paranymph. This is a result of the attractive cultural events on offer and the fact that they are free. To address the situation, the admission protocols for concerts will be changed.

Formal complaints submitted to the UB's Ombuds Office on aspects affecting the Office for International Mobility and Programmes have been helpful in improving one of the procedures for which complaints were received. Specifically, the UB has improved its communication with students in relation to the admission standards of universities with which the UB has student exchange agreements.

Lastly, the UB has mechanisms to address problems that may arise from the participation of stakeholder groups in the UB's governing bodies. These mechanisms include the Standing Election Committee and, in the case of complaints regarding teaching staff positions, the Complaints Committee.

Waste generated and energy and water consumption

4

4.1 TOTAL WEIGHT OF WASTE GENERATED¹

WASTE GENERATED		RESULTS				SOURCE
CER CODE	DESCRIPTION	2010	2011	2012	2013	
200301	Refuse	870,034	754,938	756,944	613,870	Estimates based on information provided by cleaning and catering contractors on volumes of waste collected at UB faculties and schools
200108	Organic material	810,563	223,200	414,773	186,239	
150101-200101	Paper and cardboard	556,070	863,228	842,070	440,046	
150102-150104	Light packaging	60,032	93,225	86,196	50,976	
150107	Glass containers	73,448	137,118	100,659	79,511	
200121	Fluorescents	2,626	1,527	1,824	1,582	Ambilamp
161604	Batteries	347	794	493	231	Pilagest
080318	Ink and toner cartridges	1,645	2,167	1,687	2,256	Dr Trueta Humanitarian Foundation for the 3rd and 4th Worlds
200135-200136	Electric and electrical equipment	6,770	7,180	5,025	5,168	Barcelona City Council, Ecocat
140602	Halogenated compounds	11,689	12,122	11,203	10,444	Ecocat, GRS
140603	Non-halogenated compounds	13,845	12,553	10,507	11,556	Ecocat, GRS
0601XX	Inorganic acids	7,663	4,854	5,923	8,246	Ecocat, GRS

1. All figures are expressed in kilograms per year.

WASTE GENERATED		RESULTS				SOURCE
CER CODE	DESCRIPTION	2010	2011	2012	2013	
0602XX	Inorganic bases	2,113	4,563	2,937	2,196	Ecocat, GRS
160508	Organic solutions or solutions with high chemical oxygen demand	1,018	1,408	1,517	1,862	Ecocat, GRS
160507	Inorganic compounds	1,711	2,489	2,944	2,761	Ecocat, GRS
1302XX	Oils	57	415	160	637	Ecocat, GRS
160403-160509-1609XX	Hazardous waste	2,953	2,128	852	311	Ecocat, GRS
160506	Expired reagents	774	1,079	3,446	1,895	Ecocat, GRS
150202-090199	Contaminated solids	1,882	2,203	2,052	3,836	Ecocat, GRS
150110	Contaminated packaging	4,060	5,428	5,720	5,798	Ecocat, GRS
090103	Photographic developer	360	540	420	300	Biotur
090104	Photographic fixer	360	120	180	240	Biotur
180101-180103-180201-02	Bio-hazardous material (Group III)	26,283	25,921	26,401	17,028	Cespa, GRS
180108 - 180207	Cytotoxics (Group IV)	16,464	12,477	13,784	7,893	Cespa, GRS
180202-03	Animal remains	14,121	13,292	13,218	12,778	Seiaco, Sereca-Bio

Source: Health, Safety and Environmental Issues



4.2 ELECTRICITY CONSUMPTION

The table below shows the amount of electricity consumed in the buildings of the University of Barcelona (lighting, operation of electrical and electronic devices, climate control, etc.).

	2010	2011	2012	2013
Total consumption (MWh)	51,012	48,146	47,563	45,320
Consumption per m ² (kWh)	94.80	85.65	84.23	79.91

Source: Health, Safety and Environmental Issues

4.3 NATURAL GAS CONSUMPTION

The table below shows the amount of natural gas consumed in the buildings of the University of Barcelona (laboratories, kitchens, heating, etc.).

	2010	2011	2012	2013
Total consumption (thousand m ³)	1,954	1,406	1,609	1,460
Consumption per m ² (m ³)	3.43	3.63	2.50	2.85

Source: Health, Safety and Environmental Issues

4.4 WATER CONSUMPTION

The table below shows the amount of water consumed in the buildings of the University of Barcelona (toilets, cleaning, watering the gardens, showers, laboratories, workshops, etc.).

	2010	2011	2012	2013
Total consumption (m ³)	300,441	278,569	289,110	298,979
Consumption per surface area (m ²)	0.56	0.50	0.51	0.53

Source: Health, Safety and Environmental Issues

The following link is to a UB blog that gathers and updates the figures on energy and water consumption:

<http://www.ub.edu/plasostenibilitat/2015/05/evolucio-consum-energia-aigua-t1-2015/>

Social responsibility policies and initiatives addressed to the University community

5.1 STUDENT SUPPORT

The [Student Support Service](#) (SAE) is the unit responsible for providing support to UB students.

The guidance provided by the SAE can be grouped in four phases:

- **Prior to entering the UB:** help with the selection of the most appropriate degree in light of the student's interests, expectations, academic pathway, etc.
- **At the start of studies:** help in adaptation to a new social environment and to learning methodology and university work.
- **During life at the university:** help to design each student's academic and professional project and to develop students' competences in work and personal skills.
- **At the end of the degree:** advice on job-search and lifelong-learning techniques.

[+ information](#)

The SAE runs a number of integration programmes:

- [The Fem Via Programme](#)
[+ information](#)
- [The Diversity Support Programme](#)
[+ information](#)
- [The Temporary Support Programme](#)
[+ information](#)



- [The Viure i Conviure Programme](#)
[+ information](#)
- [The Lloguer Solidari Programme](#)
[+ information](#)

In addition, the UB maintains four agreements of note:

- [Collaboration agreement with Hospital Clínic and the Catalan Institute of Oncology](#)
[+ information](#)
- [Collaboration agreement with the NGO Projecte Home](#)
[+ information](#)
- **Education cooperation agreement signed with the Fundación Once and the Fundación Inserta** so that students with disabilities can do external placements either as part of their syllabus or parallel to it.
- **Collaboration agreement with the Fundación Universia**, which provides loans and technical assistance for students with disabilities greater than 33%.

5.2 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 and postgraduate courses](#)
- [For doctoral studies](#)

FOR PRE-EHEA DEGREES/DIPLOMAS, BACHELOR'S DEGREES AND UNIVERSITY MASTER'S DEGREES (GENERAL CALL AND MOBILITY)	2010-2011	2011-2012	2012-2013	2013-2014
Applications	14,811	17,153	18,588	18,931
Grants awarded	8,463	9,696	10,448	11,544
Percentage of successful applications	57.14%	56.53%	56.21%	61.00%
Percentage of successful applications out of total students (pre-EHEA degrees / diplomas, bachelor's degrees and master's degrees)	15.73%	18.32%	20.36%	23.03%

Source: Technical Cabinet at the Rector's Office

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 2013-2014 to offer its own assistance to students in the series of [financial packages initiated in the academic year 2012-2013](#) known as bkUB assistance. The bkUB assistance is aimed at students suffering financial hardship and the UB has once again provided a total budget of **€600,000** to ensure the programme's success.

Some of the highlights of 2013-2014 are as follows:

- **612** applications (of which **476** were successful) for financial aid to alleviate the rise in fees for students under special circumstances who have to repeat a subject for the first time.
- **91** applications (of which **28** were successful) for financial aid for first-year students who meet the financial criteria for a grant but are excluded because of the increased stringency of the academic criteria.
- **236** applications (of which **111** were successful) for financial aid for students who, after the application period for a public grant has closed, face a change in their financial or personal situation and need assistance to continue their studies.

The UB has also continued to provide students with options to pay their enrolment fees. The new options added in the academic year 2013-2014 are:

- Instalments over the whole year (**6,540** cases), which enables a student to pay the yearly enrolment fee in **seven** instalments without surcharges.
- Instalments for a semester (**6,675** cases), to be paid in **three** or **four** sums depending on the semester.
- The minimum sum that can be paid in instalments has been lowered from **600** to **300** euros.

The following items should also be noted:

- The discount of up to **30%** in the price per credit fixed by law for first-time enrolment in university master's degrees (**80%** of which reflect first-time enrolment).
- Conditional enrolment for students who have requested a general grant and have a positive accreditation or had a grant in the previous year. In these cases, the UB will initially assume the cost of credits enrolled in for the first time (**8,589** cases).

- For students in engineering who request an Equitat grant, there is an allowance (for credits enrolled in for the first time) equal to the increase in the price per credit fixed by law (289 grants awarded).

There were also 30 cases in which, without prejudice to agreeing longer periods of payment for outstanding fees, affected students did not meet any of the requirements for financial assistance and yet the individual analysis of their cases showed that they needed a personalized solution on financial grounds.

5.3 POLICIES TO ADDRESS SPECIAL PAS NEEDS

The UB is implementing measures to assist PAS with work-life balance and to provide PAS with support in situations that require special attention.

Attention to special situations of administrative and service staff

In 2013, the Office of the Vice-Rector for Administration and Organization set up a committee for monitoring and preventing psychosocial issues. The committee has continued its work during the academic year 2013-2014, coordinating situations that involve PAS which, as a result of their complexity, require special treatment. The committee also collaborates with UB services and resources to propose the best solution for each case and provide follow-up.

The committee also seeks to become a shared space to reflect on the variety of issues that need to be addressed to implement prevention mechanisms. After addressing each case, the committee issues recommendations for decision making based on a comprehensive analysis of the issues.

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. A subsequent study shows that 72.52% of requests were made to deal with personal duties and errands, while 18.09% were for taking care of children, 5.92% were for taking care of parents and 3.47% were for taking care of other relatives.

The UB has also implemented a project on time management to provide PAS staff with the basic concepts so they can be more aware of how they use their time at work. The goal of this voluntary project is to help participants better organize themselves and improve their use of time, providing tools to help schedule and prioritize. The project is also designed to raise awareness of bad habits or weaknesses, in order to have a positive impact on staff and on the UB. Everyone who has taken part has had to take an online course lasting six hours on how to maximize working hours. The project involved spending 15 minutes a day organizing work and management time. In 2014, 1,974 staff enrolled in the project and 1,729 (87.59%) completed the course. In addition, 234 staff received validation for completion of the course in other calls. After completion of the course, 1,696 participants filled in an anonymous assessment questionnaire. The conclusions are as follows:

- 50% of participants said the course was very simple and easy to follow, while 38% said that it was quite simple and easy to follow.
- 78.6% of participants said that the course had provided tools to improve their well-being as well as planning tools that have an impact not only in the workplace but in their personal life.

The committee overseeing this project is made up of Human Resources and trade-union representatives from UGT and CCOO. The committee still needs to assess the implementation and propose future training activities.

5.4 BODIES TO MANAGE CONFLICTS AND DISPUTES AMONG UB STAKEHOLDER GROUPS

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 figures are broken down by the group and by the gender of the person making the request or complaint.

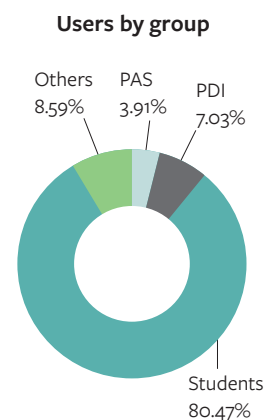
CASES ADDRESSED	2010-2011	2011-2012	2012-2013	2013-2014
Total	122	125*	139**	128***
Cases resolved	95.9%	97.8%	69%	87.6%
PDI	13	15	6	9
PAS	2	7	8	5
Students	97	102	122	103
Other	10	1	3	11
Women	83	70	87	66
Men	39	54	48	57

* The total for women and men does not add up to 125 because one case was anonymous.

** The total for women and men does not add up to 139 because four cases involved groups.

*** The total for women and men does not add up to 128 because one case was anonymous and another case involved a group (including five men and women).

Source: Ombuds Office

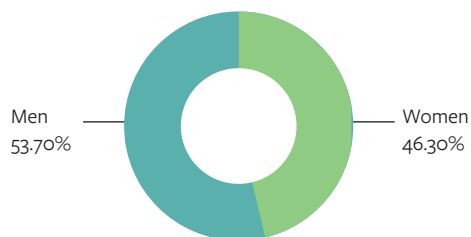


Source: Ombuds Office

The table above shows that the Ombuds Office addressed 128 cases during the academic year 2013-2014 (specifically between 1 September 2013 and 31 August 2014), of which 124 were complaints and 5 were queries.

By far, the group that turned most to the Ombuds Office is students (80.47%).

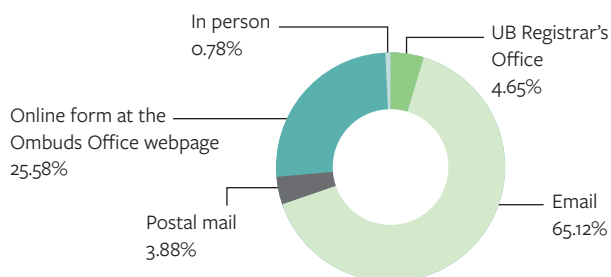
Users by gender



Source: Ombuds Office

In the case of gender, the percentage of women (53.7%) who contact the Ombuds Office is greater than the percentage of men (46.3%).

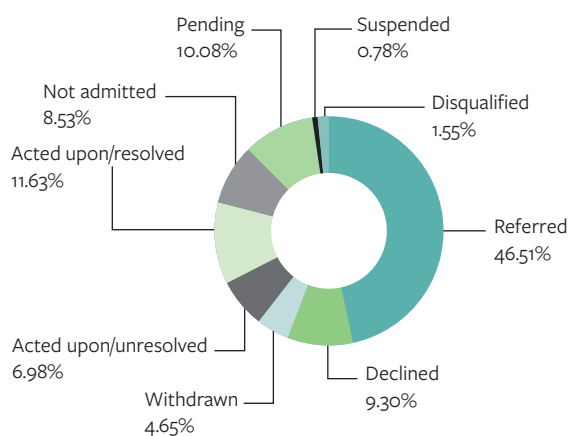
Sources of consultation



Source: Ombuds Office

The most common way to contact the Ombuds Office is by email (65.12%). The second most common approach is to complete the form on the webpage of the Ombuds Office (25.58%).

Case management



Source: Ombuds Office

Nearly half of the cases (46.51%) have been referred to other units and practically 12% have been acted upon and resolved by the Ombuds Office itself.

Since the academic year 2011-2012, cases have also been received by telephone. These are not necessarily complaints in the strict sense, but are often requests for information.

CASES ADDRESSED BY TELEPHONE	2011-2012	2012-2013	2013-2014
Total	119	248	201
Cases that have led to formal complaints	50	70	83
PDI	7	32	18
PAS	20	29	17
Students	92	187	143
Other	–	–	23

Source: Ombuds Office

As the table above shows, students are the group that has most frequently contacted the Ombuds Office by telephone.

Of the 201 cases attended, 83 have led to formal complaints. The most common reasons for filing complaints are:

- Students: enrolment (payment, modifications, debtors), assessment (primarily issues about the final project in bachelor's degrees), lack of attention, follow-up by teaching staff, doctoral studies, grants.
- PDI/Grantholders: situation of associate lecturers, retirement.
- PAS: list of job posts, situation of the Guarantee Fund, enrolment (ancillary budget legislation).
- Other: UB Sports, secondary-school students, students taking university entrance exams, alumni, access to UB libraries.

Bibliographic resources

The Ombuds Office has a collection of bibliographic resources that was put into operation with the arrival of the current Ombuds Officer. The collection has 205 titles, four of which are new in the academic year 2013-2014. Of the publications, 90% are reports by ombuds offices or other legal counsel, primarily from public universities. The rest are monographs on related subjects.



Support and Mediation Office

Cases addressed

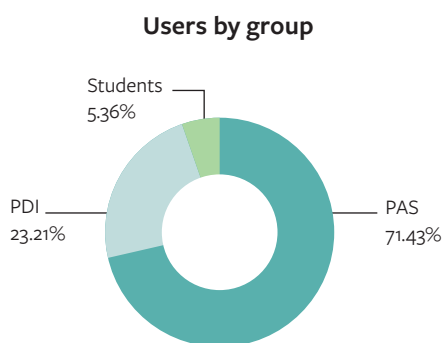
CASES ADDRESSED	2011	2012	2013	2014
Total	24	23	28*	56*
Cases resolved	71%	89%	93%	85.71%
PDI	6	2	4	13
PAS	18	19	23	40
Students**	–	2	1	3
Women	19***	17	21	38
Men	8***	6	7	18
PDI women	5	2	2	5
PAS women	14	14	18	31
Students, women	–	1	1	2
Students, men	–	1	–	1
PDI men	3	0	2	8
PAS men	5	5	5	9

* Starting in 2013, the total number of cases addressed includes cases from previous years that are yet to be resolved. In prior years, the total number of cases reflects only new cases.

** These cases have always been referred to the Office of the Vice-Rector for Students, because the Support and Mediation Office does not deal with student issues.

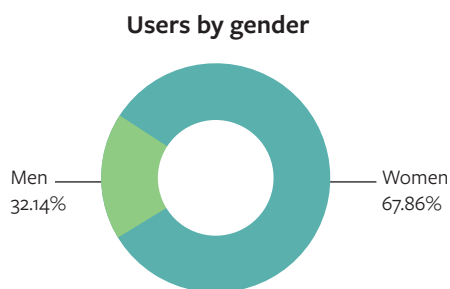
*** The total number of users (women and men) that have requested action by the Support and Mediation Office is 27. This is not the same as the number of cases (24) because some cases have been initiated by more than one person.

Source: Support and Mediation Office



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 (71.43%).

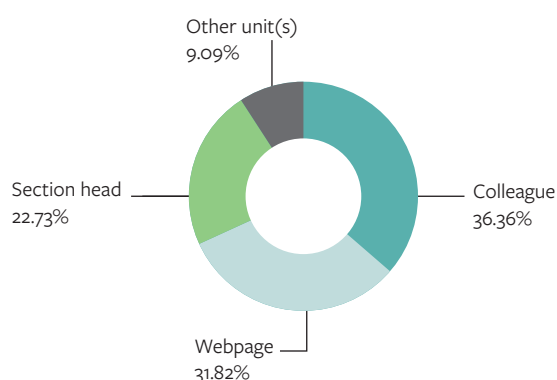


Source: Support and Mediation Office

Because the presence of women in the UB's administration (64.6% of total PAS)¹ is much larger than the presence of men, the services of the Support and Mediation Office have been addressed more frequently to women, who account for 67.86% of users. At the same, women have taken a much more active role in requesting the services of the Support and Mediation Office: nearly 80% of all cases have been initiated by a woman.

Sources of consultation

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



Source: Support and Mediation Office

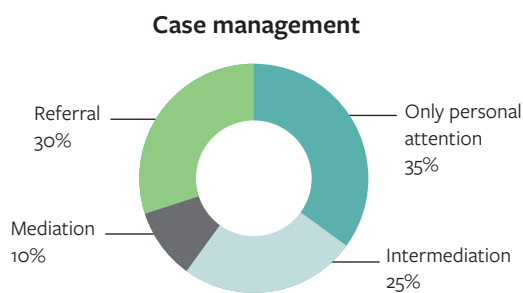
The chart continues to reflect a significant percentage of cases reaching the Support and Mediation Office directly from the affected person on the advice of colleagues (36.36%). Thanks to the improved webpage of the Support and Mediation Office, which has been completely overhauled, the number of cases arriving by this mechanism has risen by 68% from 19% last year to 31.82% this year. Section heads (primarily the centre administrators) reflect the third most common source of cases (22.73%), while only 9.09% of cases come from other units.

Case management

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

¹. These figures are available in the [2013-2014 Report of the University of Barcelona](#).

The figure below shows a breakdown of the actions taken by the Support and Mediation Office. The information does not include calls, assistance and follow-up related to the management of each case.



Source: Support and Mediation Office

5.5 EQUALITY

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](#)

Below is a detailed list of the actions and projects undertaken by the Equality Unit in the academic year 2013-2014.

Action: raising visibility and awareness about issues relating to equality (commitment corresponding to the first pillar of the Second Equality Plan)

Actions and projects carried out

- **Ensure the publication of indicators and statistics broken down by gender to show the low representation of women in areas of influence**, as a measure to invite reflection and to formulate and develop proposals.
- **To publish and disseminate teaching and research activities carried out to promote the gender perspective** by means of the UB's internet-based channels of communication.
- **To publish and disseminate activities carried out in the official commemorations** held on 8 March, International Women's Day, and on 25 November, International Day for the Elimination of Violence against Women.
- **To act in defence of women's rights** with the celebration of International Women's Day.
- **To promote a campaign in defence of women's rights** with the celebration of International Women's Day.

Action: establishment of a policy to prevent and eradicate gender-based violence (commitment corresponding to the tenth pillar of the Second Equality Plan) to promote resources aimed at the prevention and early detection of situations of discrimination and gender-based violence

Actions

- **To offer a support service for the entire university community**, as a comprehensive protection measure against gender-based violence.
- **To promote and ensure that the Governing Council, on 13 February 2014, approves the UB protocol for prevention, detection and action against situations of sexual or gender harassment**, as a measure to prohibit conduct contrary to the dignity of the individual and to proclaim the right to equality and non-discrimination on the grounds of gender.
- **To ensure that a specific organization is created to guarantee a swift procedure to take action and support victims**, to address and resolve situations of gender-based violence as stipulated in the Protocol of the University of Barcelona.
- **To promote and strengthen transversal relations** to create synergies between the authorities and units responsible, and to create specific support structures to help victims.
- **To organize specific training activities against gender-based violence:**
 - As a measure to raise awareness and promote prevention and detection for the entire university community in order to prevent and eradicate gender-based violence and to convey the civic and social values of a democratic society.
 - As a measure to introduce the gender perspective in teaching, through the training of teaching staff.

Action: promotion of external relations (commitment corresponding to the ninth pillar of the Second Equality Plan)

Actions

- **To promote the participation in networks that foster the exchange of information and the development of joint activities** in order to carry out cooperation projects involving nationally and internationally renowned professionals, as a measure to optimize and expand the initiatives and activities carried out by the equality committees in the UB's faculties and schools.

5.6 TIME BANK INITIATIVE

The Office of the Commissioner for Participation, Employability and Social Entrepreneurship has implemented the UB's Time Bank initiative. This is the first time bank in the Catalan public university system and it is open to the participation of the entire university community.

The Time Bank is a network in which people mutually help one another through the exchange of services, skills and knowledge, and the only currency is time. All activities have the same value and what is exchanged, therefore, is the number of hours spent helping another person. In this way, members can meet needs without requiring money to do so.

The Time Bank also encourages social relations within the UB, creating and strengthening ties among the university community, and promoting cooperation, social engagement and solidarity.

Social responsibility policies and initiatives addressed to general society

6.1 LEARNING-SERVICE PROJECTS¹

The Right to Rights learning-service project

The Right to Rights project has been described extensively in [previous reports on social responsibility](#).

[+ information](#)

In 2014, the following activities were carried out within the Right to Rights project:

- [Eighth Seminar on the Feminist Analysis of Law](#)

The working group on law and women, which is made up of female teaching and research staff in the Faculty of Law, organizes this seminar aimed at students in the Faculty of Law.

- **University extension course** [LegalMent: Jurists, Ethics and Values. Contributions from neuroscience and meditation](#)

This course has opened a new line of training for legal professionals drawing on mindfulness² as a way to address theoretical and practical aspects relating to the legal professions.

1. Learning-service 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.

2. Mindfulness is full attention; it is about understanding that, in their daily activity at work, people face emotional situations for which the UB has not prepared them. It is a way of thinking that starts from the premise that the individual is a single integrated being (emotions cannot be separated from the rest of his or her being) that pays attention to rational and emotional aspects in order to confront difficult situations better.



- **Participation in the Ibero-American Network of Legal Clinics**

Based on the [ClinHab](#) initiative (legal clinic on real estate law and mediation) in the Right to Rights project, the UB has taken part in the international meeting of legal clinics held in Bogotá and it has given support to the Declaration of the Ibero-American Network of Legal Clinics.

- **Implementation of the new [webpage of the Right to Rights project](#) and its new [Facebook](#) and [Twitter](#) accounts**

The use of online tools has enabled the project to increase its social impact.

- **Internationalization actions**

The Right to Rights project has taken part in several internationalization processes. Highlights include collaboration in the Public Interest Clinic at the University of Rosario in Bogotá and a petition as *amicus curiae* in the proceedings, in which it was argued that Colombia's law to promote socially protected accommodation was unconstitutional because it discriminated against specific groups.

- **Actions of social impact**

The Legal Clinic on the Protection of Children and Adolescents run by the Right to Rights project has collaborated with social organizations and law firms to safeguard the rights of unaccompanied immigrant minors. This work led to a ruling by Spain's Constitutional Court establishing case law and modifying the applicable regulations, significantly improving respect for the rights of unaccompanied immigrant minors.

- **Placements**

The UB has maintained the offering of optional placements for the Bachelor's Degree in Law. In addition, undergraduate students have been able to select a final project on any transversal aspects addressed during their placement in the Right to Rights project.

- **Publication of five final projects by students in the bachelor's degree in Law, also involving teaching staff and collaborators in the Right to Rights project, as part of the CRAI library's online collection:**

1. [*Las cláusulas abusivas en los contratos de préstamo hipotecario, 2013, TFG, Jaume Joan Bea Ballester. Supervisor: Isabel Viola Demestre*](#)
2. [*Informe sobre una consulta de derecho inmobiliario recibida en CLINHAB. Una aproximación crítica a la realidad hipotecaria a partir de un caso real, 2013, TFG, Silvia Estrada. Supervisor: Miriam Anderson*](#)
3. [*El derecho a la consulta previa en el ordenamiento jurídico colombiano, 2013, TFG, María Alejandra Durán Castellanos. Supervisor: David Bondia*](#)
4. [*La regulación del polizonaje a través del Derecho Español, 2013, TFG, Agustina Fonrouge. Supervisor: David Moya*](#)
5. [*El plan de acción de la Unión Europea sobre los menores extranjeros no acompañados \(2010-2014\) y su impacto en el ordenamiento jurídico español y catalán, 2013, TFG, Anna Rocamora. Supervisor: Ángeles de Palma*](#)

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

Since the academic year 2009-2010, the Faculty of Education has given support to and institutionalized the learning-service projects undertaken by some of its teaching staff on their own initiative. However, beyond the existing projects, the Faculty also took the decision to expand its offering and extend the concept to all of its bachelor's degrees. To promote and manage this project, the Faculty created an office of learning-service projects (ApS) in collaboration with the Faculty of Teaching Training.

To implement learning-service, the office of learning-service projects pursues five lines of action:

1. Incorporating learning-service into disciplines taught at the faculties.
2. Establishing collaborative relations with a variety of social organizations to provide students with learning-service opportunities.
3. Institutionalizing learning-service and consolidating a minimum sustainable infrastructure to drive implementation.
4. Overseeing the quality of learning-service programmes.
5. Evaluating and researching specific aspects of the work done by the office of learning-service projects.

These lines of work have led to the introduction of learning-service projects in different modes:

MODES	DEFINITION AND PROJECTS
ApS projects receiving credits (transversal projects)	<ul style="list-style-type: none"> – The office of ApS coordinates learning-service projects that are eligible to receive up to six free-elective credits, which can also be recognized in the European supplement to the degree. – The office has offered 14 projects.
ApS projects in subjects	<ul style="list-style-type: none"> – The office works to introduce ApS in subjects. ApS projects within a subject (compulsory or optional) enable students to pursue practical credits and independent work. In this case, the instructor of the subject is ultimately responsible for the student's project, the follow-up and the linkage to the content of the subject and assessment. – A total of 15 ApS projects have been completed in various subjects taught at the Faculty.

Source: faculties of Education and Teacher Training

The table below shows the upward trend in the participation of students in ApS projects:

ACADEMIC YEAR	PARTICIPANTS
2009-2010	82
2010-2011	78
2011-2012	94
2012-2013	184
2013-2014	205

Source: faculties of Education and Teacher Training

[+ information](#)



6.2 UNIVERSITY OF EXPERIENCE

[+ information](#)

UNIVERSITY OF EXPERIENCE COURSE OFFERING					
COURSE CONTENTS	2010-2011	2011-2012	2012-2013	2013-2014	OBJECTIVES FOR 2014-2015
Libraries and Archives in the Digital Age*	✓	✓	✓	✓	✓
Language and Literature	✓	✓	✓	✓	✓
Education for Change: Learning to Live and Living to Learn **	✓	✓	✓	✓	✓
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 this was called Information, Documents and Libraries for the Individual; in 2011-2012, it was called Information Management for the Individual.

** In 2010-2011 this was called Teaching and Society, in 2011-2012 it was called Education and Society, and in 2012-2013 it was called Education and Citizenship.

Source: University of Experience

The University of Experience (UdE) also has agreements with other units and institutions to organize additional training courses and social and recreational activities.³ The offering for the academic year 2013-2014 included:

- English and French language courses
- Physical activity courses (e.g. a Qigong 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 the participation of all registered participants.

³ 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.

6.3 UB VOLUNTEERING

UB Volunteering is open to the university community and the general public and its goal is 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](#)

Summary of UB Volunteering activities in 2014

Organizations with which UB Volunteering has collaborated	27
Activities	49
Volunteers	2,290
Toys collected	1,100
Books recycled	648
Monetary donations (in euros)	2,371
Food collected (in kilos)	1,570

The activities in which UB Volunteering takes part saw an increase from 24 activities in 2013 to 49 activities in the current year. For a detailed account, consult the following [link](#). The new activities include:

- Spending time with the elderly (Amics de la Gent Gran)
- Spending time with the elderly in retirement homes (Amics de la Gent Gran)
- Holidaymaking in Calaf (Amics de la Gent Gran)
- Spending time with the elderly who are unwell (Amics de la Gent Gran)
- Recreational days (Amics de la Gent Gran)
- Tutoring children in the fifth and sixth years of primary school (Amunt! Action for Social Justice)
- IT training (AUXILIA: volunteering for the social and cultural integration of people with disabilities)
- Food sorting for the food bank (Banc dels Aliments)
- Donating bone marrow for the blood and tissue bank (Banc de Sang i Teixits)
- Summer activities for children (Casal dels Infants)
- Food collection at the UB's halls of residence (Caritas of the Diocese of Barcelona)
- Food collection (Caritas of the Diocese of Barcelona)
- Signing an agreement (Caritas of the Diocese of Barcelona)
- Volunteer teaching in Spanish classes for refugees (Catalan Commission for Refugee Aid)
- Administrative tasks and company searches (Catalan Commission for Refugee Aid)

- Spanish tutoring for refugees (Catalan Commission for Refugee Aid)
- Activities for the homeless (Community of Sant'Egidio)
- Programme on social policy (Faculty of Teaching Training)
- Participation in a programme for social integration and the prevention of recidivism of ex-offenders (APIP-ACAM Foundation)
- Headcounts of homeless people out on the streets (Arrels Foundation)
- SMS campaign (Arrels Foundation)
- Summer activities (Arrels Foundation)
- Educational volunteering in a programme to support the academic success of primary and secondary school students (Catalunya - La Pedrera Foundation)
- Socializing activities for the elderly (Catalunya - La Pedrera Foundation)
- Activities with people who have intellectual or physical disabilities (Hospitalitat Foundation)
- School tutoring for former foster children (Servei Solidari Foundation)
- School tutoring for sick children (Sant Joan de Déu Hospital)
- Reading support for young children (Municipal Institute of Education of the Barcelona City Council)
- Assistance to the Moroccan people (Association of Friends of the Moroccan People)
- Volunteer teaching for Catalan and Spanish classes (Mujeres Pa'lante)
- Preparation for the event Gran Dinar Barcelona (Plataforma Aprofitem els Aliments)
- RACC 2014 solidarity 10 km run (RACC)
- Activities commemorating the 25th anniversary of the Convention on the Rights of the Child (with Save the Children)
- Summer camp (Save the Children)
- School tutoring, with teachers of Catalan, Spanish and IT courses (Terral)

In 2014, the UB also stopped participating in a number of activities in which it had taken part in 2013:

- Training course on care and neurological diseases (Friends of Neurology)
- Clothing collection (Arrels Foundation)
- Cursa dels Nassos (10 km run) (Caritas)
- Model United Nations (United Nations Association of Spain)
- Guided tour of the Arrels Foundation (Arrels Foundation)
- Walk to combat sleeping in the street (Arrels Foundation)
- Support for a distance learning project (AUXILIA: volunteering for the social and cultural integration of people with disabilities)
- Trailwalker (Intermón Oxfam)



- Commemoration of World Water Day (Intermón Oxfam)
- Solidarity yoga course (Intermón Oxfam)
- Hygiene products collection (organized by CRAI for the Arrels Foundation)

Highlights of volunteering initiatives

In the Faculties of Education and of Teaching Training, a volunteering programme has been created under the name Social Policy and Access to the University. The project is independent of UB Volunteering, though the unit does provide volunteers, and it is aimed at UB students who are members of minorities at risk of exclusion. The goal is to expand the range of profiles, conditions and cultures among university students so that the socioeconomic profile of the students at the University of Barcelona as a whole more closely resembles social reality, preventing the under-representation of specific groups.

Drawing on institutional support and volunteer efforts, the programme has three objectives:

- To provide society with professionals from a variety of groups. This has a positive impact on the education of children and young adults at risk of exclusion, safeguarding their rights and contributing to a more inclusive educational system.
- To increase the quality of the training received by university students. By ensuring the UB's openness to this population, it should lead to a significant improvement in the extent of the education received by students, particularly as it relates to providing a better approximation to today's social reality.
- To compensate for differences of origin (social justice).

Some of the participating secondary-school students have gone on to higher education: History (UAB and UB), Business Administration and Management (UB), an official vocational training qualification or Philosophy (UB).

6.4 THE UB SOLIDARITY FOUNDATION

International development cooperation in other countries

This section looks at new or ongoing projects in 2014. Any projects mentioned in previous reports have links to past descriptions.

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

Period of execution: 2013 and 2014

- **Improvement of agricultural production and surplus management to ensure food security for the most vulnerable populations of Brakna, Gorgol and Guidimaka (Mauritania)**

The aim of the project is to innovate and improve production techniques by incorporating R&D and innovation in order to optimize agricultural production in 25 vulnerable communities in the central regions of southern Mauritania bordering on the Senegal River, and to implement a monitoring system to manage agricultural surpluses, prevent fluctuations in the food supply, and strengthen food security.

Period of execution: 2014–2017

Prominent social action projects carried out in Spain

This section looks at new or ongoing projects in 2014. Any projects mentioned in previous reports have links to past descriptions.

- [The PAULA Peace Education programme](#)

Period of execution: 2014

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

This course was taught in Morocco in 2013 and in Catalonia in 2014.

Period of execution: 2013 and 2014

- **Spanish observatory on human rights abuses**

The aim is to support and strengthen the activities and coordination of people working to defend human rights in Spain, in order to achieve a political, social and legal impact on the effective protection of these rights.

Period of execution: 2014

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

Period of execution: 2014

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

Period of execution: 2014

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

Period of execution: 2014

- [Social intervention project in the Barcelona neighbourhood of Torre Baró](#)

Period of execution: 2014

- [Programme on urban agriculture and social allotments in the Barcelona Metropolitan Area](#)

In 2014, this project has been completed in Sant Feliu de Llobregat; it will continue in Esplugues de Llobregat and Santa Coloma de Gramenet in 2015.

Period of execution: 2013–2015

- [Call for financial assistance to people with dependent minors](#)

The call has resulted in some 30 awards of assistance for a total of € 28,188.

Period of execution: 2014

- [The European Democratic Memory: Beyond Nazism and Stalinism](#)

Period of execution: 2012–2014

- [European Observatory on Memories](#)

Period of execution: 2013–2015

- **Operating 2014-2015**

These are the set of activities aimed at the successful operation of the European Observatory on Memories.

Period of execution: 2014-2015

Other programmes

- Fun and Sports Day bringing together UB students and the Quatre Camins Youth Detention Centres
- Fun and Sports Day bringing together UB students and people with mental disorders from 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 the Catalan Association of Public Universities
- Solidarity campaigns organized jointly with [UB Volunteering](#) (toy collection, book collection, food collection, blood drive, etc.)
- Participation of UB Solidarity in the presentation day of the University of Barcelona – CoBoi project
- Workshops on Social and Solidarity Economy