
REPORT ON SOCIAL RESPONSIBILITY

University of Barcelona

Highlights

2016—
2017



UNIVERSITAT DE
BARCELONA

Rector

Joan Elias i Garcia

President of the Board of Trustees

Joan Corominas Guerín

Editorial Board

General Secretary's Office

University of Barcelona

Written by

Office for Internal Control, Risks and Corporate Social Responsibility

Published by

Edicions de la Universitat de Barcelona

© Universitat de Barcelona

ISBN

978-84-9168-153-3

UB Digital Repository

<http://hdl.handle.net/2445/126864>

Table of contents

1. Introduction	4
2. Excerpt from the foreword by the Rector and the President of the Board of Trustees	5
3. Policies and initiatives addressed to the environment	6
3.1. Reduction in energy consumption and greenhouse gas emissions	6
3.2. Total water withdrawal by source and consumption of paper	7
3.3. Research projects related to the environment and sustainability	8
4. Policies and initiatives addressed to the University community and to general society	9
4.1. Grants and financial aid	9
4.2. Policies to address special needs of administrative and service staff	10
4.3. Bodies to manage conflicts and disputes among University stakeholder groups	11
4.4. University of Experience	16
4.5. Solidarity Foundation	18
5. Dissemination of social responsibility and Service-learning projects	23
5.1. Dissemination of social responsibility	23
5.2. Service-learning projects	24
6. Economic value generated and distributed	36

This is the executive summary of the Report on Social Responsibility 2016–2017. As in previous years, the executive summary sets out the most important results in the area of social responsibility, with an emphasis on the most innovative elements. One key difference from the full version of the report is that the executive summary contains updated financial data. That is, it provides the final figures for the academic year, which appear in the section entitled *Economic Value Generated and Distributed*. Lastly, we would like to remind readers that the report lays out only a selection of the year's many activities. For a complete picture, it is necessary to consult the full version of the [Report on Social Responsibility 2016-2017](#). More specifically descriptive elements of the UB can be found in the documents [The UB in Figures](#) and the [Report on the academic year 2016–2017](#).

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

Returning to the principles that inform university policy, I want to single out the university's value to society. In my view, the close involvement of society is crucial. This report is an important part of such involvement, but I believe that we must also share our efforts with the public in other ways. We are certainly not doing enough yet to put across the impact of the UB's teaching and research on our quality of life or on our economic and social progress. One part of our plan for 2018 is to put this situation right and to increase public involvement. To this end, we created the Office of the Vice-Rector for Communication in early 2018 and we have proposed (and the Governing Council has approved) new regulations on transparency, which will strengthen the culture of transparency that must govern any public institution.

JOAN ELIAS I GARCIA

Universities have many sorts of impact on the society, culture and economy of our country. Their activity as institutions and as groups of people has a direct impact in the short run. Above all, however, they have a deep impact on our socioeconomic model through the generation and transmission of knowledge resulting from their three basic missions (teaching, research and knowledge transfer).

JOAN COROMINAS GUERÍN

Policies and initiatives addressed to the environment

3.1 REDUCTION IN ENERGY CONSUMPTION AND GREENHOUSE GAS EMISSIONS

REDUCTION IN ENERGY CONSUMPTION					
	RESULTS				
	2010	2013	2014	2015	2016
Electricity (GJ)	183,642	-20,490	-27,454	-31,109	-36,235
Natural gas (GJ)	70,338	-17,804	-22,018	-24,511	-27,101

Source: OSSMA

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

REDUCTION IN GREENHOUSE GAS EMISSIONS					
	RESULTS				
	DADES 2007	2013	2014	2015	2016
Scope 2:* electricity (CO ₂ tons)	16,898.5	-5,669.0	-5,314.5	-55.8	-4,287.0
Scope 2: natural gas (CO ₂ tons)	3,768.8	-616.8	-883.0	-1,031.9	-1,210.6

* For more information on the meaning of scope 2, go to indicator 305-2 of the GRI's environmental standards.

Source: OSSMA

The baseline for the table above is 2007, the year in which the emission factors associated with energy generation began to fall. This emission factor¹ has even greater importance than energy consumption savings from efficiency initiatives, changes in habits or the reduction in the university population. The figures provided in the table always refer to reductions relative to 2007.

3.2 TOTAL WATER WITHDRAWAL BY SOURCE AND CONSUMPTION OF PAPER

TOTAL WATER WITHDRAWAL BY SOURCE						
	RESULTS				CURRENT OBJECTIVE	FUTURE OBJECTIVE
	2013	2014	2015	2016	2016	2017
Supply from mains (m³)	307,059	228,338	212,863	191,862	To reduce consumption by 1,5%	To reduce consumption by 0,5%

Source: OSSMA

As the trend in the table above shows, consumption is falling. In addition, the target to achieve a 1,5% reduction by 2016 was amply achieved.

PAPER CONSUMPTION (IN KG)				
	RESULTS			
	2013	2014	2015	2016
Self-service machines	16,116	13,946	9,181	8,183
Copy services	29,708	50,320	49,075	48,141
Procurement	103,229	98,250	97,305	93,500
Subtotals	149,054	162,516	155,561	149,824

Source: OSSMA

The table above shows the amount of paper consumed annually (in kilos). The trend in recent years is downward. The data from copy services show a steep increase from 2013 to 2014 because contracted service providers who had not initially provided information were added to the totals at the time. This also affects the overall total.

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

3.3 RESEARCH PROJECTS RELATED TO THE ENVIRONMENT AND SUSTAINABILITY

RESEARCH PROJECTS RELATED TO THE ENVIRONMENT AND SUSTAINABILITY				
	RESULTS			
	2013	2014	2015	2016
Competitive calls	25.6%	14.9%	12.2%	8.1%
Contracts	13.0%	17.7%	19.5%	15.8%
Subtotals	16.8%	15.8%	16.8%	12.2%

Source: OSSMA

The figures in the table above show the percentage of research projects that have content relating to sustainability, out of the total number of research projects awarded annually. Research on sustainability topics presents variable cycles in the absolute number of projects carried out and in their percentage relative to total research actions. As a result, no clear overall trend can be established. Nevertheless, there has been a clear decline from 2015 to 2016.

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



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

4.1 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 or postgraduate courses](#)
- [for doctoral studies](#)

Over the past academic year 2016–2017, **20,466** applications were received for **general and mobility grants** for bachelor's degrees, pre-EHEA degrees and diplomas, and university master's degrees. A total of **11,861** grants were awarded, with a total value of **28,684,816** euros.

The table below shows the grant figures over the past four academic years.

FOR PRE-EHEA DEGREES/DIPLOMAS, BACHELOR'S DEGREES AND UNIVERSITY MASTER'S DEGREES (GENERAL CALL AND MOBILITY)	2013–2014	2014–2015	2015–2016	2016–2017
Applications	18,931	19,487	20,623	20,466
Grants awarded	11,544	12,101	12,346	11,861
Percentage of successful applications	60.98%	62.1%	59.87%	57.95%
Successful applications out of total students (pre-EHEA degrees/diplomas, bachelor's degrees and master's degrees)	23.03%	24.55%	25.26%	22.73%

Source: Office of the Vice-Rector for Students and Language Policy

Additionally, **12,926** applications for means-tested **Equity grants** were processed, of which **9,807** were awarded. These grants reduce **enrolment fees** for students by between **10%** and **50%** according to which of six means-based categories they are classified in.

In addition to the usual grants given by the Spanish ministry (general and mobility) and the Government of Catalonia (Equitat), the UB has continued to offer its own [bkUB](#) programme, which supports a whole series of measures intended to prevent financial hardship from being an obstacle to studying at the university. Within the framework of this programme, over 13,000 bachelor's degree students were provided with financial aid under four grant programmes:

- one for incoming students, with 5 applications and 1 award, where the general grant is not sufficient;
- one for students repeating subjects, with 274 applications and 232 awards;
- one for students facing extraordinary circumstances, with 143 applications and 66 awards, and
- one for students to study third languages, with 366 applications and 288 awards.

4.2 POLICIES TO ADDRESS SPECIAL NEEDS OF ADMINISTRATIVE AND SERVICE STAFF

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

Work-life balance

The UB has continued to offer a pool of **56** hours annually to PAS members to enable them to achieve better work-life balance. In 2017, the workforce requested a total of **86,292** hours, a figure that is slightly lower than 2016 (**90,951** hours). Of the total hours, **67.21%** relate to personal duties and errands, **15.97%** to taking care of children, **5.21%** to taking care of parents, and **11.61%** to taking care of other relatives.

The project is overseen by a monitoring committee that involves the Office of the General Manager, Human Resources and members of the CCOO and UGT trade unions. The monitoring committee meets at least once a year to review the scheduled activities and make training proposals.

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

Time management project with training and practical application

Based on the agreements mentioned above, PAS staff who voluntarily sign up for the project have 15 minutes a day within the workday to organize their tasks as effectively as possible. To have access to the 15 minutes in 2017, they had to take an online training course on social responsibility and its application within the UB, and to complete a satisfaction questionnaire. The course was **6** hours in length and had to be completed between 20 March and 31 July 2017.

(which was extended to 18 September). A total of **1,823** PAS staff completed the course (compared to 1,851 in 2016), representing **77.77%** of all PAS staff. Of the total PAS completing the course, **67.55%** were women.

The results of the satisfaction questionnaire are set out below:

- **80.45%** were very or completely satisfied with the course.
- **75.41%** would strongly or completely recommend the course to colleagues.

Plan for the management of experience

This project, which was launched in 2015, is aimed at PAS members who are civil servants and are turning 60 years old. Participation in the project is voluntary. In 2017, **76** people took part (compared to **52** in 2016) and they were offered the opportunity to participate in a series of activities designed for individuals nearing the end of their professional career:

- **14** have been members of the sub-committee to define the accreditation procedures for active participation in social responsibility projects;
- **8** have been members of the sub-committee to develop after-work activities for PAS;
- **47** have taken the practical course on coaching for life changes (retirement), and
- **7** have spent the hours taking active part in social responsibility projects.

The participants are given a maximum of **100** hours a semester to spend on the scheduled activities.

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

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

This programme has been described in the section on the [UB Solidarity Foundation](#).

4.3 BODIES TO MANAGE DISPUTES AMONG UNIVERSITY STAKEHOLDER GROUPS

UB Ombuds Office

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

[+ information](#)

Queries received

A portion of the Ombuds Office's activity involves responding to preliminary queries that have not yet been formalized as a written complaint. In the academic year 2016–2017, the Ombuds Office responded to **223** queries by telephone (**136** from students) and received **23** visits from people seeking to share concerns or issues.

Of the total preliminary queries received, **94** have subsequently turned into formal complaints that the Ombuds Office has addressed.

Cases addressed

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

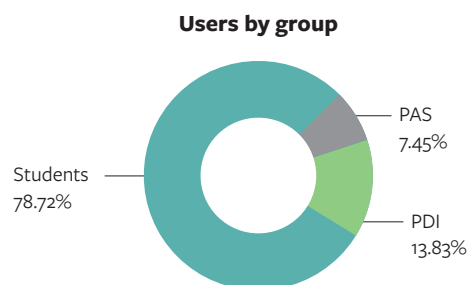
CASES ADDRESSED	2013–2014	2014–2015	2015–2016	2016–2017
Subtotals	128*	92	112	94**
Cases resolved	87.6%	95.9%	90.3%	96.8%
PDI	9	10	7	13
PAS	5	7	4	7
Students	103	68	95	74
Other	11	7	6	–
Women	66	39	75	59
Men	57	53	37	31

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

** The total for women and men is 90 (not 94) because one case was anonymous and another case involved a group (including three men and women).

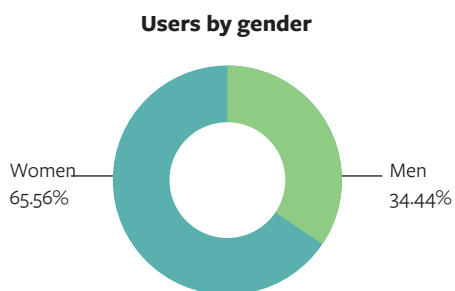
Source: Ombuds Office

As the table above shows, the Ombuds Office has dealt with **94** cases in the academic year 2016–2017.



Source: Ombuds Office

As in previous years, the group that turned to the Ombuds Office by far the most is students (**78.72%**).



Source: Ombuds Office

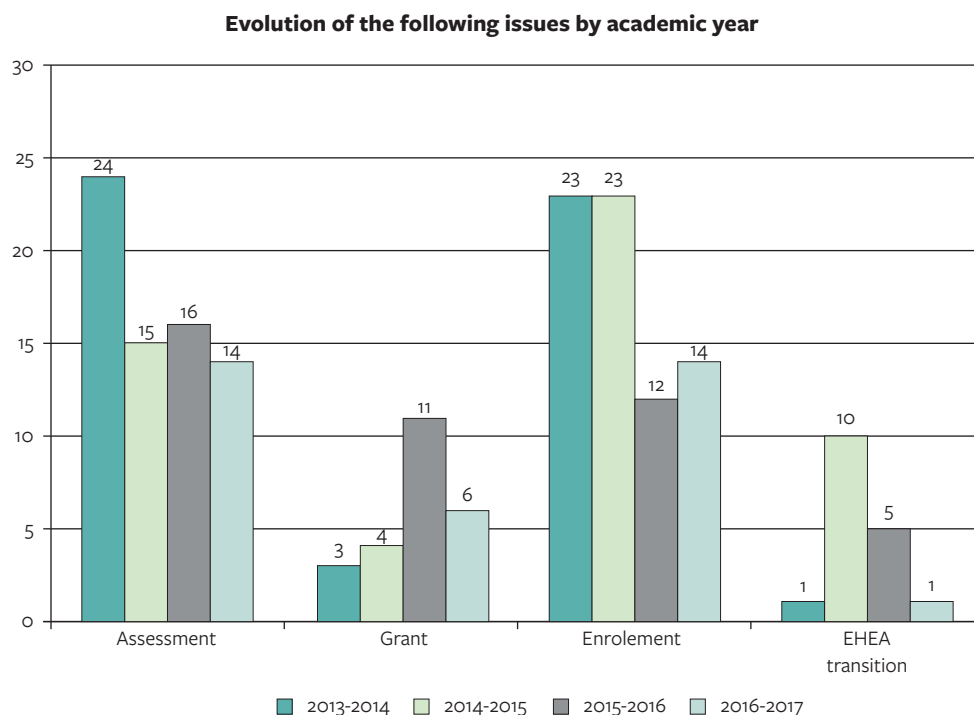
In the case of gender, the percentage of women (**65.56%**) who contact the Ombuds Office is greater than the percentage of men (**34.44%**).

Types of dispute

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

- assessment (**14 cases**)
- enrolment (**14 cases**)
- grants (**6 cases**)
- delays in the availability of the receipt for a degree in an affiliated centre (**6 cases**)

The bar graph below compares the number of cases relating to four types of dispute over the past four years.



Source: Ombuds Office

Of the **94** total cases, the Ombuds Office has referred **38** because the individual involved had not gone formally to the competent authority (before coming to the Ombuds Office, it is necessary to exhaust all formally established avenues). In referral cases, the Ombuds Office has indicated to the individual involved where and how to submit a request to the pertinent authorities, and has monitored the situation. In **26** of the cases addressed, the Ombuds Office has ruled in favour of the complainant.

Additional information on the activity of the Ombuds Office in the academic year 2016-2017 is available at http://www.ub.edu/comint/og/sindic/docs/memoria_2016-17.pdf.

Support and Mediation Office

The Support and Mediation Office is an open place where UB staff can come and share their concerns and issues. It is an ideal tool to resolve any interpersonal conflicts that may arise at the university and all available services are offered on the principle of confidentiality to protect anonymity and privacy.

[+ information](#)

Cases addressed

CASES ADDRESSED*	2014	2015	2016	2017
Total cases	22	20	19	21
Cases resolved**	90.91%	94.12%	94.74%	90.48%
Total number of people attended	56	44	36	40
PDI	13	3	5	2
PAS	40	38	24	30
Students***	3	3	7	8
Women	38	33	21	28
Men	18	11	15	12
PDI women	5	2	0	0
PAS women	31	28	16	19
Students, women	2	3	5	6
Students, men	1	–	2	2
PDI men	8	1	5	2
PAS men	9	10	8	11

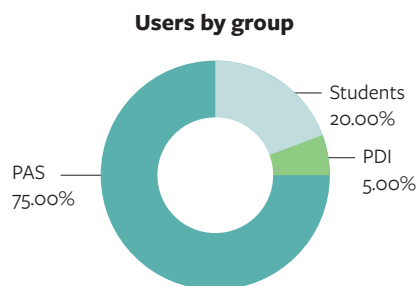
* The cases addressed also include cases from the prior year that had not yet been resolved.

** The percentage of cases resolved in 2014 and 2015 does not include student cases that were referred to the Office of the Vice-Rector for Students and Language Policy. In 2016, the Support and Mediation Office began to handle student cases as well.

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

Source: Support and Mediation Office

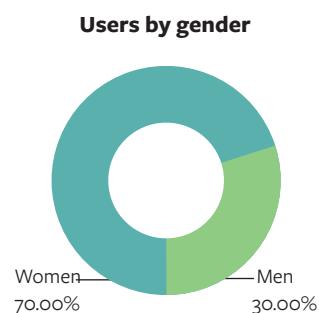
Of the **21** cases that the Support and Mediation Office managed in 2017, **19** were resolved. These cases involved **40** members of the university community. The pie chart below shows the users by origin.



Source: Support and Mediation Office

As the pie chart above shows, the group that made the greatest number of requests to the Support and Mediation Office was PAS employees (**75%**). In addition, students now represent **20%** of total users, which is a remarkable figure in light of the fact that the Support and Mediation Office is only in its second year of working with this group.

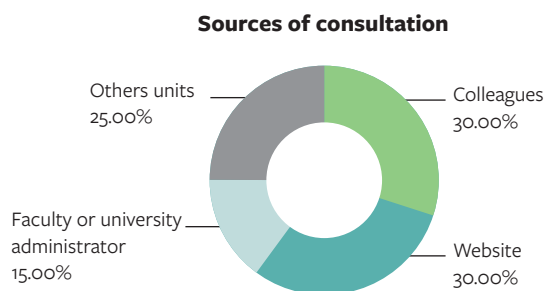
Compared to 2016, the percentage of women using the Support and Mediation Office has risen sharply from **58.30%** to **70%** of all people attended.



Source: Support and Mediation Office

Sources of consultation

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



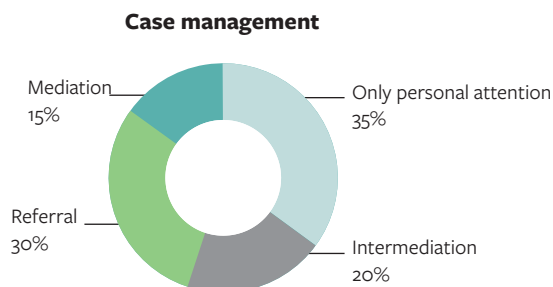
Source: Support and Mediation Office

In 2017, the most common sources of consultation have been word of mouth and direct access through the website (the two sources account for **30%** each). To strengthen the role of administrators as a source of consultation, sessions will be held for them in 2018.

Case management

- [Attention](#)
- [Mediation](#)
- [Intermediation](#)
- [Referral](#)

The pie chart below shows a breakdown by case management of the 21 cases addressed by the Support and Mediation Office in 2017.



Source: Support and Mediation Office

As the pie chart above shows, personal attention is sufficient to resolve **35%** of all cases. Only **15%** of cases have reached the final stage, mediation.

4.4 UNIVERSITY OF EXPERIENCE

[+ information](#)

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

The University of Experience performs an important social service:

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

The University of Experience also offers part-time and retired UB teaching staff an opportunity to remain connected to the institution's projects, maintaining or strengthening their working and teaching relationship with the UB. In the academic year 2016-2017, the University of Experience has drawn on the participation of **315** teachers (52% men and 48% women).

The table below shows the University of Experience course offering.

PROGRAMMES	ACADEMIC YEAR	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
Libraries and Archives in the Digital Era	1st							
Education and Transformation	1st							
Language and Literature	1st							
	2nd							
	Extension							
Psychology	1st							
	2nd							
	Extension							
Philosophy	1st							
	2nd							
	Extension							
Health Sciences	1st							
	2nd							
Art History	1st							
	2nd							
	Extension							
History, Society and Territory	1st							
	2nd							
	Extension							
Food and Gastronomy	1st							
	2nd							
Astronomy and Meteorology	1st							
	Extension							
Biology: Men and Biodiversity	1st							
	2nd							
Philosophy (Badalona)	1st							
	2nd							
Art History (Badalona)	1st							
	2nd							
Fine Arts	1st							

Source: University of Experience

As the table above shows, the University of Experience offered a total of **29** courses in **12** programmes during the academic year 2016–2017. The table below shows the evolution of the number of programmes and courses over the past four years:

NUMBER OF PROGRAMMES AND COURSES*				
	2013-2014	2014-2015	2015-2016	2016-2017
Programmes	9	11	10	12
Courses	17	23	25	29

* The table reflects some slight differences with respect to the figures reported in previous Reports on Social Responsibility, because some courses were not held as a result of insufficient enrolment.

Source: University of Experience

In the academic year 2016-2017, the University of Experience has had a total of **1,249** students. Of the total, **645** (51.64%) were starting a programme and **604** (48.36%) were students in their second year or beyond. The table below shows the evolution of the number of students over the past four years:

NUMBER OF STUDENTS PARTICIPATING				
	2013-2014	2014-2015	2015-2016	2016-2017
	731	928	1,114	1,249

Source: University of Experience

Complementary activities

In addition to its programmes of study, the University of Experience also organizes activities that are open to the general public. In the academic year 2016-2017, the activities have included:

- Physical Activity
- English
- Choral group
- French
- The language of music
- Movement
- Theatre
- Qijong (beginners and advanced groups)

4.5 SOLIDARITY FOUNDATION

The UB Solidarity Foundation undertakes projects that focus on development cooperation and social action.

[+ information](#)

International development cooperation projects

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

The aim is to contribute to good governance and the sustainable management of water resources in the eastern region of Morocco in order to improve the quality of life for citizens.

Period of execution: 2015-2017

- **Contribution to the durable management of water resources in Saint-Louis (Senegal)**

The chief aim is to provide knowledge on the comprehensive management of water resources through training courses and sessions aimed at technical staff working in the various administrations of the Saint-Louis region, including employees of Gaston Berger University (UGB) and the Saint-Louis city council, as well as regional development associations. One of the most important steps is the construction of a pilot water treatment plant to treat a portion of the wastewater from the UGB campus. The effort includes experimentation with low-cost sanitation techniques that respect the environment, together with training, advice and follow-up with local staff in charge of the plant's operation.

Period of execution: 2016–2018

- **Course on natural technologies for sustainable wastewater management in rural and peri-urban areas (Senegal)**

This is a training course in which 40 people take part. The instructors include teaching staff from the UGB and other Senegal universities, as well as visiting UB experts.

Period of execution: 2017–2018

Major social intervention projects

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

- **The PAULA Peace Education programme**

In collaboration with the ICE, the UB Solidarity Foundation is developing the Paula web portal, which is aimed at promoting the **integration of education on human rights and global citizenship into the educational curriculum** by providing support to teachers and professors who work at different levels of education. The [Paula](#) web portal gives instructors a wide range of resources to support teaching on human rights, sustainable development and global citizenship. The project also integrates other initiatives that emphasize the potential of the formal curriculum to provide education for peace, such as the Prize in Research for Peace for projects undertaken by students in upper secondary school, lifelong learning activities for teaching staff and the educational network called Research for Global Citizenship, which supports research in upper secondary schools.

The highlights of results from the Paula programme in the academic year 2016–2017 include:

- 21 secondary schools have held research support activities for upper secondary school students based on the Paula programme;
- 46 workshops on research for human rights and global sustainable development have taken place, with participation by more than a thousand upper secondary school students;
- 216 upper secondary school students in 15 schools have taken part in advisory meetings about their research projects;
- 28 students in 26 schools have taken part in an upper secondary school research group on the conflict in Syria and the refugee crisis;
- 96 upper secondary school teachers have taken part in lifelong learning activities certified by the ICE;
- 4 exhibitions, 6 videos and 6 infographics have been done on training research for global citizenship;
- 1 interactive world map has been published in connection with Agenda 2030 and the Sustainable Development Goals;

- 5 touring exhibitions have been showcased in 18 public secondary schools.
- 71 upper secondary school projects have taken part in the 12th Prize in Research for Peace; 81 upper secondary school students in 53 schools have worked on the preparation of these projects;
- 13 students are doing the master's or postgraduate degree in Education, Globalization and Social Transformation.

Period of execution: 2005-2017

- Research for peace: programme to support research in upper secondary schools

Period of execution: 2017

- Research for global citizenship

Period of execution: 2015-2017

- Interdependent, jointly responsible

Period of execution: 2016-2018

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

Period of execution: 2015-2017

- Observatory on human rights and conflict

Period of execution: 2017

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

Period of execution: 2015-2018

- Mare Nostrum project

Period of execution: 2016-2017

- The European inHERE project to facilitate the access of refugees to higher education

Period of execution: 2016-2018

- **Erasmus+ programme in the internationalization of education**

The aim of the project entitled “Our memories and I”, which receives funding through the EU's Erasmus+ programme, is to promote art and artistic expression among secondary school students as an innovative pedagogical methodology for the acquisition of historical knowledge and the consolidation of collective memory. The methodology seeks to develop new communication skills and tools that enable students to go beyond their local schools and environments. Social inclusion, the promotion of diversity and mutual comprehension are the central challenges for the educational institutions participating in the project as representatives of different countries: Catalonia, France, Italy and Germany.

Period of execution: 2017-2019

- Tardor Solidària (Autumn for Solidarity)

Period of execution: 2017

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

Period of execution: 2017

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

In 2017, the project included social, educational and cultural activities, such as the celebration of International Women's Day, which featured a talk by the writer and activist Remei Sipi.

Period of execution: 2017

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

Financial assistance is available to PAS members at the UB who are taking care of dependent minors with some degree of disability. In 2017, the call has resulted in some 30 awards of assistance for a total of €47,120.

Period of execution: 2017

- **European Observatory on Memories**

The European Observatory on Memories is the outgrowth of a project instigated by the UB Solidarity Foundation in 2012 with support and joint funding from the European Commission. The initial project has evolved thanks to contributions from members and collaborators alike and is now an established tool for the analysis and consideration of memory policies being developed in Europe and on other continents. Today, there are 41 members in 16 countries.

In 2017, the UB continued to build the network of organizations associated with the Observatory and organized a variety of seminars and workshops in relation to public policies on memory and the use of public space, addressing the different locations of the institutions in the network: Barcelona, Navarra, Sarajevo, San Sebastián, Grosseto, London, Venice and Lisbon.

Period of execution: 2013-2017

**Back to
p. 11**

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 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.).
- Agreement with the Formació i Treball Foundation to address the employment of individuals at risk of exclusion.
- Agreement to welcome individuals of limited intelligence from the Catalan Association of Integration and Human Development to do work placements at the UB Solidarity Foundation.

Economic resources invested in cooperation projects and social projects

The table below shows financial resources from outside funding sources (including contributions in kind, such as the provision of venues, voluntary or non-voluntary work, and expenses on venues covered by local partners), as well as the UB's own financial investments in these projects.

Support to the Oujda community (Morocco) plan for good governance and sustainable water management	€37,296.39
Contribution to the durable management of water resources in Saint-Louis (Senegal)	€138,832.45
Course on natural technologies for sustainable wastewater management in rural and peri-urban areas (Senegal)	€113,394.00
Research for peace: programme to support research in upper-secondary schools	€106,000.00
Research for global citizenship	€127,100.00
Interdependent, jointly responsible	€75,000.00
"Defending the Defenders": support for human rights defenders to have an impact on humane security policies in Catalonia	€111,865.00
Observatory on human rights and conflict	€13,980.00
UB programme in support of refugees and people fleeing conflict zones	€269,479.45
Mare Nostrum project	€38,953.50
The European inHERE project to facilitate the access of refugees to higher education	€43,120.00
Technical assistance provided to local councils in the area of cooperation, peace education and social action	€66,011.13
Tardor Solidària (Autumn for Solidarity)	€5,815.00
Social intervention project in the Barcelona neighbourhood Torre Baró	€32,257.26
Call for financial assistance to people with dependent minors	€47,120.00
European Observatory on Memories	€237,466.00
Subtotals	€1,463,690.18

Source: UB Solidarity Foundation

Dissemination of social responsibility and Service-learning projects

5.1 DISSEMINATION OF SOCIAL RESPONSIBILITY

In 2017, the UB has ended its participation in the Erasmus+ project called UNIBILITY (University Meets Social Responsibility). The UB was represented by the OCI and Dr Isabel Vidal took part jointly with Dublin City University (Ireland), the University of Porto (Portugal), the Public University of Ptuj (Slovenia), the Politehnica University of Bucharest (Romania), the University of Vienna (Austria) and the European University Continuing Education Network (Belgium). The project ran for two years: from October 2015 to October 2017.

The UNIBILITY project sought to strengthen social responsibility in participating universities through the following specific objectives:

- To enhance the commitment between institutions of higher learning and local communities.
- To develop strategies to increase social responsibility actively in terms of students and research.
- To carry out service-learning projects that have an impact on the environment.
- To create training materials and training in social responsibility for managers and senior managers in the universities as well as for students.
- To create learning networks among institutions of higher learning, local businesses, the environmental sector and the social sector.

The project has produced several documents:

- A theoretical introduction to the concepts of social responsibility and university social responsibility: [*From Corporate Social Responsibility \(CSR\) to University Social Responsibility \(USR\)*](#).
- A manual of best practices entitled [*RSU: Guía de prácticas*](#).

Back to
p. 30

- A document with instructions for training university staff on the subject of social responsibility: [USR Training Material](#).
- The final project document, entitled [USR Guidelines](#), which sets out the basic guidelines for any university seeking to implement social responsibility.

In addition, various activities have been carried out as part of this project. Highlights include:

- [Training for 33 staff members](#) from the various universities participating in the project (May 2016, Vienna)
- [Training for 38 students](#) from the various universities participating in the project (July 2016, Barcelona)
- The [final conference](#), held at the UB, to present the project's results (22 September 2017, Barcelona).

Additional information is available on the project website: www.postgraduatecenter.at/unibility.

On 31 July 2017, the UB published [Adaptació i càlcul de la matriu del bé comú a la Universitat de Barcelona](#). The UB's researchers (Dr David Ceballos, former head of the Rector's Office, Dr Marta Rodríguez and OCI representatives) adapted the matrix of the common good to the distinctive features of a university institution and then responded to the different indicators that appear in the matrix (now adapted to university reality) with UB data from the academic year 2015-2016. [The launch of the publication](#) took place in September 2017 in the UB's Historic Building.

Two other publications on social responsibility deserve mention as well. The first is an article entitled "[Control interno, gestión de riesgos y Responsabilidad Social: el caso de la Universidad de Barcelona](#)", written by OCI members and published in 2017 in the Uruguay journal [Cuadernos de RSO](#). The second is an article entitled "La adaptación de la Guía G4 de la Global Reporting Initiative (GRI) al ámbito universitario: El trabajo conjunto y pionero de la UB y UPF", written by OCI members together with UPF staff on the social responsibility team, as part of a seminar held at Jaume I University in Castelló to present best practices in social responsibility. The article appears in the document [Nuevas perspectivas en la gestión de la Responsabilidad Social en las Universidades](#).

Lastly, a course on social responsibility and its application to the UB was offered in the context of the time management project, which has been described in detail in other sections of the report. In 2017, nearly all PAS staff at the UB took part.

5.2 SERVICE-LEARNING PROJECTS

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

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

Service-learning group at the UB

The service-learning working group at the UB has been meeting since 2013 to work on disseminating and extending service-learning projects at the UB. The working group is completely interdisciplinary in nature. Its members include teaching staff from several faculties and areas of knowledge: Biology, Earth Sciences, Economics and Business, Education, Fine Arts, Geography and History, Law, Medicine and Health Sciences, Pharmacy and Food Sciences, Philology, the UFR of the School of Social Work, and now Chemistry (in last year's report, no teaching staff in the Faculty of Chemistry were yet involved).

The four primary aims are:

- To identify the various projects being pursued at the UB that are close to the idea of service-learning and share its philosophy and main components even though they did not originate as part of the approach.
- To publicize and promote service-learning projects as an approach that can respond in an integrated manner to the three missions of the UB (teaching, research and knowledge transfer) and to do so from a perspective that is aligned with social responsibility.
- To carry out joint service-learning projects that enable transversal work and work across faculties.
- To work toward institutional recognition and to monitor the quality of service-learning experiences.

In the academic year 2016–2017, the main actions carried out by the service-learning group at the UB are:

- Setting up an ICE working group on service-learning projects, involving all faculties that have shown interest.
- Providing to the service-learning coordination group, which is made up of the service-learning group coordinators in each faculty.
- Incorporating the teaching staff at the Faculty of Chemistry into the SL Group.
- Continuing and expanding the transversal project “Sharing Ideas: The University Goes to School”.
- Organization of a session on [work placements in degree courses and the final degree project as service-learning projects](#) during the Fourth Conference on Service-Learning at the University of Barcelona, in collaboration with the ICE.
- Organization of a workshop on how to introduce service-learning projects in final degree projects and work placements, in collaboration with the ICE.
- Presenting the service-learning group's work at various national and international academic conferences: International Art+Social+Textile Conference (invited speaker), Ninth Conference of Health Sciences Lecturers (poster), Sixth Conference on Exchanging Service-Learning Experiences of the Jaume Bofill Foundation (poster) and Infarma Barcelona (poster). In addition, various members of the service-learning group have given presentations on service-learning in terms of its field of application at various specialist workshops, seminars and conferences.
- Participation in service-learning project networks: Catalan University Network of Service-Learning Projects, Spanish University Network of Service-Learning Projects and the Ibero-American Service-Learning Projects Network.

Interested parties can follow the project and work of the service-learning group in greater detail on Twitter (@grupApSUB) or on its [website](#).

Service-learning project: “Right to Rights”

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

[+ information](#)

Work on the project is organized around legal clinics on specific topics. In the academic year 2016–2017, the legal clinics have been:

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

During the academic year, the number of places for work placements and for bachelor’s degree and master’s degree final projects has been maintained. Activities include:

- Joint organization of a course with the University of Alcalá on the rights of people with HIV.
- Continuation of the Uniland case before the UN’s Aarhus Convention Compliance Committee.
- Organization of the Eleventh Seminar on the Feminist Analysis of the Law.
- Promotion of the Observatory on Administrative Practice in Immigration Law.

- Collaboration in the organization of the international seminar “Access to justice on environmental matters from an international, European and Spanish perspective”.

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

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

Service-learning projects at the Faculty of Education

The Faculty of Education has carried on with its efforts to incorporate service-learning projects into its departments. The aim is to institutionalize the projects and establish the minimum sustainable infrastructure needed for implementation. During the academic year, the Faculty of Education has worked to link the competences developed in its bachelor's degrees with the learning done in the various SL projects.

The table below provides a detailed look at the various service-learning models being pursued at the Faculty.

Service-learning in the first year of studies

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

PROJECT	DESCRIPTION	COLLABORATING COMPANY/INSTITUTION	PARTICIPANTS
Friends of reading	Help for students in primary and secondary school to improve their reading skills and enjoy reading.	Education Consortium of Barcelona	21
Raising smiles	School tutoring programme for minors in shelters or care homes in Catalonia.	Daydream Foundation	8

Source: Service-Learning Office of the Faculty of Education

Service-learning in the second to fourth year of studies

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

PROJECT	DESCRIPTION	COLLABORATING COMPANY/INSTITUTION	PARTICIPANTS
Physical education and social and educational intervention	Organization of sessions of motor play for prisons and for mental health centres.	Directorate-General for Prisons and Resources of the Government of Catalonia, Catalan Federation of Associations of Relatives and People with Mental Health Problems	57

PROJECT	DESCRIPTION	COLLABORATING COMPANY/INSTITUTION	PARTICIPANTS
Rossinyol project	Weekly time with a child introducing him or her to different parts of the city, recreational and leisure venues, and areas of cultural production.	Solidarity Service Foundation	3
Study tutoring in a multicultural context	Supervision of a group of four or five children in primary education within the “Som-hi” project to offer tutoring one day a week.	Migra Studium Foundation	4
Learning support in a project work context	Extraordinary classroom support for students with special educational needs, whose families are broken or who are at risk, in a context of profound change in the educational methodology being used in schools.	Maria Sabastida School Choir	1
Smiles in youth centres	Students join the association’s team. The service has two aspects: one, to supplement the actions taken by the participating association in all phases of the project (from the creation of a professional diagnostic to the design of an implementation project) and two, to implement the project in the rural schools of south-eastern Morocco, in the Sahara Desert.	Katxima Community Development Association	10
Classes with immigrants	Preparing and teaching classes relating to language learning, digital technologies, and literacy for immigrant youths and adults, and giving personal and professional support to users.	Casc Antic Inclusion and Training Space	4
For inclusive schooling	Giving support to teachers and students with special educational needs.	La Ginesta Special Education Centre	7
Cognitive stimulation and social and educational intervention	Group expression, communication and motor-social dynamics with inmates in psychiatric or geriatric units in the men’s prison in Barcelona (“la Model”).	Association for Participation, Action and Movement in Society	8
Educational tutoring at Al Vent!	Educational tutoring in a socialization and learning space focusing on homework and the study and reinforcement of instrumental subjects, while prioritizing habits, routines and group work.	La Vinya Foundation	1
Bocins Open Recreational Centre	Support combining recreation, sport, workshops, educational tutoring and many other transversal activities for working in groups and various other skills, with the aim of involving the families of children and youths in the daily life of the centre.	La Vinya Foundation	3
Programme to combat child poverty	Providing educational opportunities to children suffering from exclusion in order to break the cycle of intergenerational poverty.	Save the Children	2
Study support in an open centre	Part of the social and educational programmes of the Centre Obert Muntanyès. This is a line of work that bolsters the school learning process and encourages regular integration into school in order to prevent absenteeism and dropping out. Children and young people receive support in their daily assignments, with a focus on study habits, orderliness and the organization of their school work.	Pare Manel Foundation	3
Support for family reunification and interculturality	Encouraging the inclusion of immigrant teenagers in the welcoming process and promoting intercultural harmony through activities focused on training, knowledge of the environment and social participation.	Enxarxa	1
Baskin on the Mundet Campus	Encouraging students in the Faculty of Education to take part in a baskin team with other university students who may or may not have a disability and with other young people, particularly those with an intellectual disability. The programme also offers the chance to take part in an international exchange with students from other universities who are participating in the project.	Baskin Mundet	7

Source: Service-Learning Office of the Faculty of Education

Service-learning in individual subjects

The teaching staff in a number of subjects in the Faculty's bachelor's degrees and master's degrees have incorporated service-learning as a new element in their teaching methodology. SL activities appear in the bachelor's degrees in Early Childhood Education, Primary Education, Social Education, Pedagogy and Social Work, both in compulsory subjects and in optional subjects, work placements and the final project.

Other projects of the Faculty of Education

The Faculty of Education is also implementing two additional projects that may not be precisely SL projects but do have considerable social impact: the Social Policy and University Access (PSAU) programme and the Office of University-Society Relations (ORUS).

The PSAU programme, which promotes university access for sectors of the population that have traditionally been excluded, has been up and running since the academic year 2011-2012. In recent years, it has provided support to 46 students.

[For more information on PSAU](#)

The aim of ORUS is to build links for, and raise the visibility of, knowledge transfer between different agents and organizations of society and the university in the following ways:

- To inform the public of the areas of knowledge and expertise of the faculty's teaching staff in order to foster potential collaborations.
- To respond to the needs of teaching staff at three levels: teaching, research and the dissemination of professional activity related to transfer.
- To manage (educational) proposals and demands coming from members of the public.
- To manage (educational) proposals and demands coming from the UB.
- To publicize its own efforts.

[For more information on ORUS](#)

Service-learning projects at the Faculty of Economics and Business

The Faculty of Economics and Business continues to pursue three major lines of activity involving service-learning projects connected to bachelor's degree final projects and external work placements:

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

[+ information](#)

- In the academic year 2015-2016, a new line was created for bachelor's degree final projects. The basis of study is the L'Economista cooperative (a shop in the Faculty of Economics and Business), which is the last remaining cooperative for students, teaching staff and PAS at the UB. The bachelor's degree final projects revolve around improvement proposals for the cooperative and the ensuing results.

- Students can also do external placements in social organizations, which receive ECTS credits, for approximately three and a half months. This approach is primarily intended for students in the bachelor's degree in Sociology and the university master's degree in Sociology: Social Transformations and Innovation. However, it is open to any bachelor's degree or master's degree student in the Faculty.

Also, as part of the SL Group's project "Sharing Ideas: The University Goes to School", the Faculty of Economics and Business has collaborated in the following workshop/lectures:

- "Entrepreneurs in the classroom"
- "Discovering the University"
- "Gender and Technology: Promoting New Careers in Technology"
- "Global Processes in the Local Environment and Global Cities"

Since the academic year 2015–2016, the Faculty of Economics and Business has also promoted the Caritas award for the bachelor's degree final project with the best social content. The contest is carried out by Caritas and [Universities with Heart](#), with which the UB has signed a collaboration agreement. This year's winner is Guillem Vallbona, a student with a dual degree in ADE and Law, whose final project is entitled "Hazelnut Business in Abkhazia: Integration Tool for IDPs/Returnees and Other War-Affected Communities."

In collaboration with the ICE, the Faculty has also held a training session for teaching staff on the topic of service-learning as a way to increase the Faculty's social responsibility.

Lastly, the Faculty's SL experiences have been presented at a variety of conferences and other events both nationally and internationally:

- 8th National Conference and 3rd International Conference of the Service-Learning Projects University Network (Seville, 2017)
- 1st European USR Conference: ["University meets social responsibility"](#) (Barcelona, 2017)
- 1st International Conference in Experiences in Active Learning in Higher Education (Barcelona, 2017)

Service-learning project: "Sharing Ideas: The University Goes to School"

The "Sharing Ideas: The University Goes to School" project began in the academic year 2015–2016 with support from the Office of the Vice-Rector for Teaching and Language Policy as a teaching innovation project of the [service-learning group at the UB](#). It is now a transversal project because it draws on teaching staff from a variety of branches of knowledge in several faculties. The project involves students working in pairs to prepare workshop/lectures on topics of general interest relating to their studies and then going to secondary schools in Barcelona to share them. The typical format is to give an explanation of roughly 20 minutes, followed by a half-hour workshop or debate.

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

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

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

The table below shows the work carried out as part of the project during the academic year 2016–2017. It should be noted that some data may be missing because it has not been possible to check with all participants.

“SHARING IDEAS”: INFORMATION FROM THE FIRST PERIOD (SEPTEMBER 2016 TO JANUARY 2017)					
SCHOOL	TITLE	FACULTY	UB STUDENTS	CLASS GROUPS	STUDENTS
Escola Vedruna Àngels	Let's not play with bullying!	Education	4	1	26
Escola Tecnico-professional Xavier	How does a substance become a medicine?	Medicine	2	2	36
	Vaccines, the most effective tool: truth or lie?	Medicine	2	2	36
Institut Montjuïc	Working for the common good: service-learning	Education	2	2	40
Institut Galileo Galilei	Does globalization have an impact on our fauna?	Biology	4	2	43
Escola Voramar	Do we speak languages or dialects?	Philology	3	4	73
Institut Vila de Gràcia	Are we what we eat? What do you want to be? Food myths and mistakes	Pharmacy	4	2	60
	What a wild night! Which drugs did I take? Let's investigate them	Medicine, Economics and Business, and Geology	5	2	57
Institut Salvador Espriu	Ideas to prevent harmful levels of alcohol consumption	Pharmacy	9	3	90
Col·legi Immaculada Concepció Horta	Discovering the university	Economics and Business	2	1	26
Institut Icària	Tobacco: looking beyond the lung problems	Medicine	2	1	60
Institut Quatre Cantons	Ideas to prevent harmful levels of alcohol consumption	Pharmacy	27	9*	227
Institut Valldemossa	Working for the common good: service-learning	Education	2	2	51
	What aspects do you have to take into account when you rent your first flat?	Law	2	1	18
Institut La Sedeta	Barcelona: a literary construction	Philology	2	2	60
	Fantasy literature: escape or subversion?	Philology	2	1	30
Institut Miquel Tarradell	Take care of yourself: posture habits, stretching and relaxation	Nursing	2	2	34
	Discovering the university	Economics and Business	2	1	29

"SHARING IDEAS": INFORMATION FROM THE FIRST PERIOD (SEPTEMBER 2016 TO JANUARY 2017)					
SCHOOL	TITLE	FACULTY	UB STUDENTS	CLASS GROUPS	STUDENTS
Institut Costa i Llobera	What a wild night! Which drugs did I take? Let's investigate them	Medicine, Economics and Business, and Geology	5	4	120
Oak House School	Vaccines, the most effective preventive tool: truth or lie?	Medicine	3	2	61
IPSI	Vaccines, the most effective preventive tool: truth or lie?	Medicine	3	2	43
Jesuïtes de Gràcia Col·legi Kostka	Vaccines, the most effective preventive tool: truth or lie?	Medicine	2	1	25
La Mallola	Sexually Transmitted Diseases	Medicine	3	1	—
	Transplants, artificial organs and growing organs	Medicine	3	1	—
IES Sant Andreu	Vaccines, the most effective preventive tool: truth or lie?	Medicine	3	1	—
Institut Frederic Mistral	Sexually Transmitted Diseases	Medicine	3	1	—
Escola Vedruna Palamós	Vaccines, the most effective preventive tool: truth or lie?	Medicine	2	1	49
Escola Intermunicipal del Penedès	Vaccines, the most effective preventive tool: truth or lie?	Medicine	2	1	—
Col·legi Claret	Sexually Transmitted Diseases	Medicine	3	1	18
Institut Milà i Fontanal	Why is gender-related violence on the increase among young people? Moral education	Education	2	2	—
Institut Anna Gironella de Mundet	Why is gender-related violence on the increase among young people? Moral education	Education	2	2	—
Total: 28	36	10	120	56	1,452
Col·legi Claret	Sexually Transmitted Diseases	Medicine	3	1	18
Institut Milà i Fontanals	Why is gender-related violence on the increase among young people? Moral education	Education	2	2	—
Institut Anna Gironella de Mundet	Why is gender-related violence on the increase among young people? Moral education	Education	2	2	—
Total: 28	36	10	120	56	1.452

* The workshop/lectures at the Institut Quatre Cantons were divided into nine groups: five class groups for the third year of ESO and four class groups for the fourth year of ESO. The Faculty's participating students were divided into three groups of three students each.

"SHARING IDEAS": INFORMATION FROM THE SECOND PERIOD (FEBRUARY TO JUNE 2017)					
SCHOOL	TITLE	FACULTY	UB STUDENTS	CLASS GROUPS	STUDENTS
Escola Vedruna Àngels	Is everybody the same? Is everybody different?	Biology	2	1	24
Escola Virolai	Art, light and life	Fine Arts	1	2	60
	Using the creative methods of artists	Fine Arts	3	2	60

"SHARING IDEAS": INFORMATION FROM THE SECOND PERIOD (FEBRUARY TO JUNE 2017)					
SCHOOL	TITLE	FACULTY	UB STUDENTS	CLASS GROUPS	STUDENTS
Escola Tecnico-professional Xavier	Would you eat beef from cloned cattle?	Medicine	2	1	?
	How does advertising influence what people eat?	Medicine	2	2	?
Institut Montjuïc	Discovering the university	Economics and Business	2	2	26
	Travelling microbes or travellers with microbes?	Medicine	2	2	17
Institut Galileo Galilei	Sexually Transmitted Diseases: a spectre of the past and of the present	Biology	3	4	60
	How does advertising influence what people eat?	Medicine	3	4	60
Escola Voramar	What does the present tell us about our linguistic past?	Philology	2	2	48
	How do you fight to protect and defend the environment?	Law	3	1	27
	Do multinationals have obligations?	Law	3	1	27
Institut Fort Pius	Recycling: reanimating matter	Fine Arts	3	1	17
	Food-related illnesses	Medicine	2	1	15
	How does advertising influence what people eat?	Medicine	3	1	17
Institut Alzina	Keys to understanding the contemporary Arab world	Philology	3	2	30
Institut Isabel Infanta d'Aragó	Travelling microbes or travellers with microbes?	Medicine	3	1	18
	Gender and technology: promoting new careers in technology	Economics and Business	2	1	26
	Using the creative methods of artists	Fine Arts	2	2	69
Institut Vall d'Hebron	Using the creative methods of artists	Fine Arts	2	2	52
	Art, light and life	Fine Arts	1	3	99
	2050: are we headed toward global collapse?	Biology	2	2	60
Institut La Sedeta	Do we speak languages or dialects?	Philology	2	2	55
	What do we know about our linguistic past?	Philology	2	2	55
FEM Col·legi La Merced	Discovering the university	Economics and Business	1	1	6
	Entrepreneurs in the classroom	Economics and Business	2	1	10
	Apps for health and well-being, and personal data: what, who and how?	Medicine	3	1	20
Institut Miquel Tarradell	Sexually Transmitted Diseases	Medicine	2	1	26
	Take care of yourself: posture habits, stretching and relaxation	Nursing	2	1	26
Institut Milà i Fontanals	Discovering the university	Economics and Business	—	—	—
	What do healthcare professionals do?	Medicine	—	—	—
	What does the present tell us about our linguistic past?	Philology	—	—	—
Institut Jaume Balmes	Tobacco: looking beyond the lung problems	Medicine	2	1	30

“SHARING IDEAS”: INFORMATION FROM THE SECOND PERIOD (FEBRUARY TO JUNE 2017)					
SCHOOL	TITLE	FACULTY	UB STUDENTS	CLASS GROUPS	STUDENTS
IES Joan Coromines	Marvellous brains	Biology	2	2	65
	Travelling microbes or travellers with microbes?	Medicine	2	1	29
	Transplants, artificial organs and growing organs	Medicine	2	1	10
	Art, light and life	Fine Arts	22	1	23
	Using the creative methods of artists	Fine Arts		1	22
Institut Príncep de Girona	Let's not play with bullying!	Education	4	2	60
	Take care of yourself: posture habits, stretching and relaxation	Nursing	2	3	42
Institut Manuel Zafra	“You will always be an ass, pious reader”: Catalan Baroque literature	Philology	3	3	—
IES Les Vinyes Castellbisbal	Entrepreneurs in the classroom	Economics and Business	2	3	—
	2050: are we headed toward global collapse?	Biology	3	2	52
Institut Damià Campeny	What does the present tell us about our linguistic past?	Philology		2	24
Escola Sagrada Família	Do we speak languages or dialects?	Philology	2	1	23
	What does the present tell us about our linguistic past?	Philology	—	—	—
Institut Vila de Gràcia	Why is gender-related violence on the increase among young people?	Law	2	2	45
Institut Mercè Rodoreda	Do we speak languages or dialects	Philology	2	2	50
IES Joaquim Pla i Farreras	Immunodeficiency disorders	Medicine	2	1	6
Col·legi Alemany de Barcelona	Sexually Transmitted Diseases	Medicine	3	1	?
Cardenal Espínola. Abat Oliba	Vaccines against cancer	Medicine	—	—	—
Escola Mestral SSCL	Sexually Transmitted Diseases	Medicine	2	4	100
Institut Lluís Vives	Vaccines are the most effective tool: truth or lie?	Medicine	2	1	18
Institut Narcís Monturiol	Vaccines against cancer	Medicine	2	1	33
IES Manuel Carrasco i Formiguera	Sexually Transmitted Diseases	Medicine	4	2	50
Institut Sant Ramon Nonat	Transplants, artificial organs and growing organs	Medicine	2	1	28
Zürich Schule	Sexually Transmitted Diseases	Medicine	2	1	8
Liceu Francés de Gavà	Sexually Transmitted Diseases	Medicine	2	—	—
Centre d'Educació Primària Àngels Alemany i Boris	Using the creative methods of artists	Fine Arts	3	1	658*
Escola Els Horts	Recycling: reanimating matter	Fine Arts	2	1	20
Total: 35	60	8	141	90	1,748 + 658

* Group listening activity, involving 658 students listening selectively to the landscape around the school.

Source: Service-learning group at the UB

Summary of Workshop/Lectures for 2015–2016 and 2016–2017

	SCHOOLS	WORKSHOP/ LECTURES	FACULTIES	UB STUDENTS	CLASS GROUPS	SECONDARY SCHOOL STUDENTS
1st semester 2015–2016	14	22	7	56	37	906
2nd semester 2015–2016	18	36	8	91	73	1,756
1st semester 2016–2017	28	36	10	120	56	1,452
2nd semester 2016–2017	35	60	8	141	90	1,748 + 658

Source: Service-learning group at the UB

Service-learning project: “Antibiotics: Responsible Consumption”

This project, which draws on the participation of students and teaching staff in the Faculty of Library and Information Sciences and the Faculty of Medicine and Health Sciences, aims to promote the responsible use of antibiotics among the general public and to combat the spread of antimicrobial resistance caused by the irresponsible use of antibiotics. Based on an analysis of prescribed medications in the city of L’Hospitalet de Llobregat, an increased consumption of antibiotics has been identified. Reports from the World Health Organization have also sounded the alarm. Because of the risk of newly resistant microorganisms, antibiotics can cease to be useful therapeutically if they are not prescribed or administered correctly.

After the analysis, the students in the bachelor’s degree in Medicine taking part in the project prepared an action plan aimed at promoting best practices among the general public and healthcare professionals. An audiovisual campaign was designed to raise awareness about the causes of the emergence of antimicrobial resistance. The campaign fostered collaboration between bachelor’s students in Medicine and their peers in Audiovisual Communication, while teaching staff acted as tutors. The project required students not only to learn content related to pharmacology and audiovisual communication but also to work on transversal competences identified by the UB.

The final product of the project consisted of three one-minute videos with the slogan “Antibiotics: Responsible Consumption”, which have been shown widely to raise awareness of the need for responsible consumption of antibiotics.

The project has been presented at two international conferences on pharmacology and teaching innovation and, more recently, at the international conference Experimental Biology 2018, in the section on Pharmacology Education, held in the United States and attended by 14,000 participants. To fund the students’ travel to the conference, the project received sponsorship from the company Bcngenerics, the Office of the Vice-Rector for Students and Language Policy, and the UFRs of the Faculties of Medicine and Dentistry.

The original project members include 3 students and 1 lecturer in Medicine and 8 students and 2 lecturers in Audiovisual Communication.

At present, 2 students in Medicine and 2 students in Audiovisual Communication are working together with teaching staff to expand the initial campaign.

Economic value generated and distributed

Economic value generated and distributed

MONETARY FLOWS 2017*	
Income from public sector transfers**	259,174,601.91
Income from academic fees	107,359,427.01
Income from the provision of services	23,007,680.38
Income from assets	3,546,902.01
Purchases of goods and services from third parties	62,036,428.48
Staff salaries before withholding taxes and social security contributions	251,296,216.06
Public sector payments: taxes and social security contributions	103,479,638.91
Capital spending	43,019,927.16
Grants awarded	9,235,343.04
Other expenses***	44,317,982.36
Public grants received for research	21,078,234.00

* Provisional data. The monetary flows refer to rights and obligations recognized in the budgetary year 2017 except the line on public sector payments (taxes and social security contributions).

** Transfers from the Government of Catalonia and the Spanish state.

*** Includes financial expenses, amortization of loans and expenses arising from financial assets, transfers to UB Group entities, employers' social security contributions and staff-related social expenditure.

Source: Economic Planning and Budgeting

Budget outcome and accumulated deficit

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

	2014	2015	2016	2017
Budget outcome	5,058,221.53	3,382,415.26	13,749,355.64	15,620,051.20
Accumulated deficit at 4-6-2017	-56,850,816.67	-53,154,789.30	-52,042,207.36	-44,623,627.32

Source: Economic Planning and Budgeting

