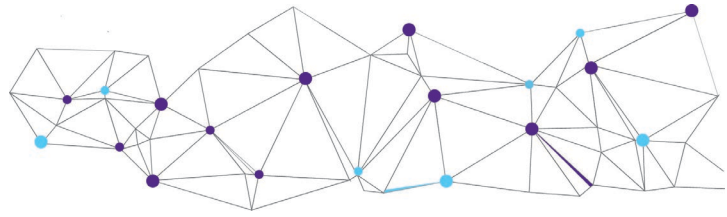


COMMUNITY ENGAGEMENT AT THE UNIVERSITAT DE GIRONA

RESULTS OF TEFCE TOOLBOX IMPLEMENTATION



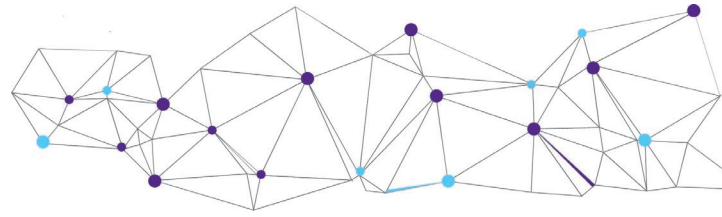


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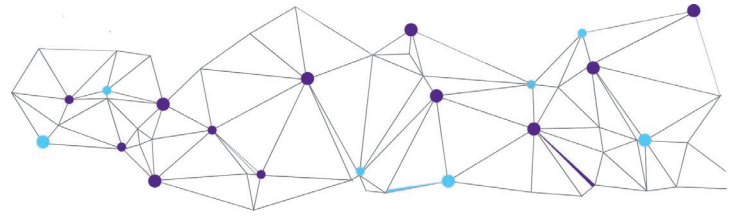


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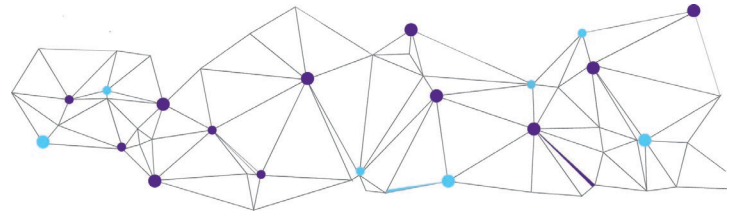
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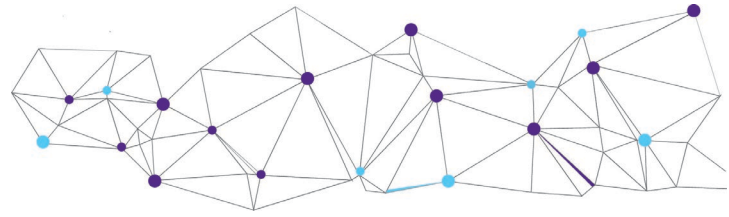
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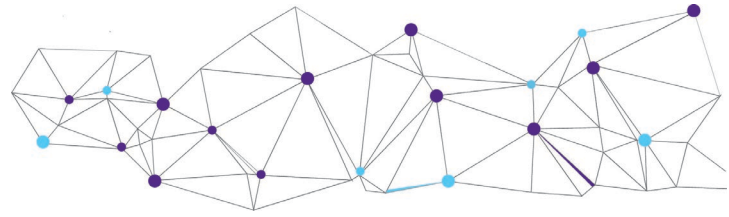
PREFACE

The Universitat de Girona (UdG), since its official creation 30 years ago, has been closely connected to its surroundings, to its region. The location of the campuses in the city of Girona, the provincial capital, which is 100 km from Barcelona, offers a varied and rich area of influence and reference. Also in this sense, the size of the university makes it feel close and accessible to the people and external agents of the region.

This is the natural way of being and acting of the UdG, but this naturalness means that many actions that are of community commitment are not seen as such, but as actions that, in this context, cannot be of any other way. Despite this inertia, the current governing team proposed a Vice-rectorate for Territory and Social Commitment for the first time. The fact of granting a specific vice-rectorate to its region and the fourth mission of the university, which are two undoubted elements of community engagement, shows the importance of this area in the life of the UdG.

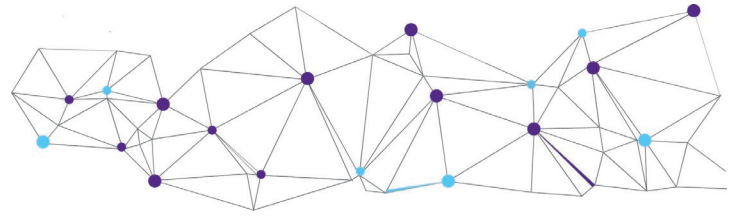
For all this, participating in the SHEFCE project is a great opportunity for the UdG. On the one hand, because it allows the consideration of some characteristics that are from a new environment, an international environment, and on the other, because the experience of the project gives new meanings and attributes to community engagement, a concept interrelated with other terms that are used in our context, such as social commitment, social responsibility, or territory. It is easy to continue looking for positive elements involved in the participation of this project: the relationship with other universities and international entities also fosters this dialogue between institutions that have common characteristics, or that have some sensitivity to certain issues. This form of shared work, within the framework of a project, generates new networks and relationships and strengthens the knowledge of the topics covered. Apart from the elements that have been discussed, this project has a special value for the UdG. A result that is difficult to expect without a project like this: the fact of bringing together a multitude of actions, experiences, structures, projects ..., which exist at the UdG and which are seen for the first time from the perspective of community engagement. The exercise has made it possible to discover a multitude of initiatives that exist within the university and that are sometimes not disseminated beyond its immediate radius of action, such as the teaching centres themselves, or research groups. For the first time, many different elements come together in one piece, and the new image generated has a strong impact on the university community and the reference area. But also in the Catalan system of universities: community commitment, as an essential part of the nature of the university, as a way of exercising its own functions, as a way of always keeping in mind what a university is, and especially, what a public university is and what its responsibilities are.

The joint vision of the activities gathered, the reflections of the focus groups, the experience of the visit by the consortium, the discussion of how all these results should be transferred beyond the project, chart a path for the UdG. This is a path that existed, but one that no one had seen all together, or that no one had discovered in this way. The SHEFCE project has achieved this effect. And it is an effect positively recognized by the community and by external agents, which consists in perceiving that the known reality is spoken of



through new concepts, from expert and external views, through discussion with new agents. In short, to recognise that there are elements of positive value in the institution's way of acting and being. Of course, the project must not only generate complacency, but the opposite. This review allows us to know in depth all the weaknesses, all the points for improvement, which now make more sense articulated within a concept and a form of conceiving the university.

Participation in the SHEFCE project undoubtedly improves the UdG. This regulated and guided self-reflection exercise generates more knowledge and more reflection. This means that we have increased the speed we were going in this direction, and that it leads us to think about a university model to which the UdG can provide, and can offer to society. On the map of the Catalan system, the UdG can stand out and offer a type of teaching, research, transfer, interaction, participation, different from the others, and that will help to configure a diverse and necessary mosaic. This internal effect is of great value to the UdG. The effect that we cannot guarantee, however, but is so-wished, is that the participation of the UdG in the SHEFCE project is also positive for the project and for the other members of the consortium, for the main objectives which it pursues and which must have an impact on all the universities in the European area of the future.



EXECUTIVE SUMMARY

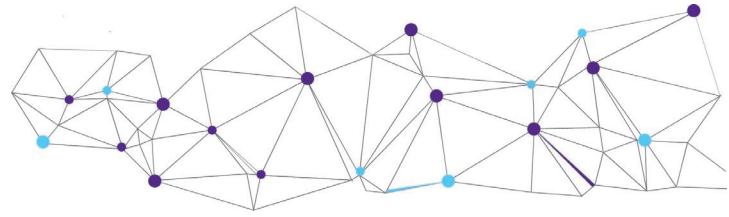
The EU-funded project “Steering Higher Education for Community Engagement” (SHEFCE - <https://www.shefce.eu/project>) aims to further build the capacities of universities, policymakers and stakeholders in Europe for mainstreaming community engagement in higher education. It builds upon the learnings and tools developed by the TEFCE project – Towards a European Framework for Community Engagement in Higher Education (www.tefce.eu).

Community engagement is understood as a process whereby universities engage with external organisations to undertake joint activities that can be mutually beneficial even if each side benefits in a different way. The SHEFCE project planned to have three partner institutions implement the TEFCE Toolbox and report back with their findings. This document is the final report of the implementation of the TEFCE Toolbox of the Universitat de Girona assessing its level of community engagement according to seven thematic dimensions: (I) teaching and learning, (II) research, (III) service & knowledge exchange, (IV) students, (V) university-level engagement activities, (VI) institutional policies and (VII) supportive peers. The Universitat de Girona (UdG) was the only institution not guided during the implementation process.

The self-assessment is based on the collection and analysis of evidences across the institution of community engagement activities, which in this report is called “mapping practices”. The UdG gathered over 70 practices and activities (see annexes). Once the mapping and first analysis was ready, the results were shared and discussed in two focus group sessions with relevant stakeholders from the institution and from the region. The discussions were integrated into the mapping report and validated the summary scores for the heatmaps of each sub-dimension. The focus groups also contributed to the results of the SLIPDOT analysis (analysis of strengths, areas of low intensity, potentials for development, opportunities and threats).

The main findings regarding community engagement at the UdG based on the Toolbox application, and particularly on the SLIPDOT analysis are the following:

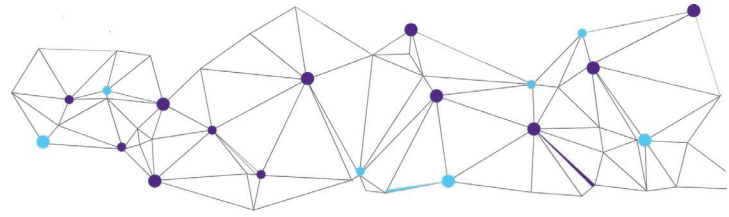
- ➔ Overall, the UdG has a strong role and impact in the economic, social and cultural development of its region of influence. As highlighted by the peer learning visit team, the UdG is a university that has an institutional mission that is intimately connected to its surrounding region, due to a combination of historical, cultural and geographical factors. This means that engaging with external partners is an integral and ‘normal’ part of the university’s institutional culture – it is virtually a part of the UdG’s ‘institutional DNA’ – and that partners are eager to engage with the university.



- The UdG's strengths can be found in:
 - Teaching and Learning (dimension I):** Increasing number of initiatives for students to leave the classroom and make meaningful learnings in relation to the context and the contributions of the associate lecturers (position linked to the region).
 - Engagement with the community (dimensions II, III and V):** The UdG's commitment to engaging with external partners in the region is evident in virtually all seven dimensions of community engagement defined in the TEFCE Toolbox. The UdG demonstrates many and diverse examples of established initiatives of community engagement stemming from different areas of the university and supported by institutional structures such as the sectoral campuses (or sectoral hubs), the territorial chairs and at the leadership level, by the existence of the Vice-Rectorate for Territory and Social Commitment.

- The UdG has challenges or opportunity areas for development:
 - Communication / visibility and approachability:** The University has in place a wide range of community engagement activities, but more internal and external communication and visibility of these initiatives and their impact is needed.
 - Engagement vs excellence; the local vs the global:** As discussed in the peer learning visit, external factors that are outside the influence of the UdG have a major impact on how the UdG can further improve its community engagement. This includes the pressure for competing in international rankings and a focus on 'excellence' that is understood in terms of bibliometrics. Nevertheless, and despite this challenge, it can also be an opportunity for the UdG to give value to its identity as a university that is highly committed to community engagement and therefore frame its understanding of excellence in a broader context.

Participating in this self-assessment exercise has helped to pin down and identify actions that can embed community engagement at the UdG even further. These actions, like those related to communication, visibility and recognition of community engagement initiatives, can also lead to a shared institutional identity based on community engagement and the role of the UdG as a key actor in its local and global community.



1. INTRODUCTION

About the TEFCE Toolbox for community engagement

The TEFCE Toolbox is both a reference tool to understand the dimensions of community engagement in a university context and a framework for universities to determine how well they perform according to each dimension and to identify define where they can improve. The TEFCE Toolbox allows universities to:

- **better understand** the different dimensions and levels of community engagement;
- **discover and map** their existing community-engagement practices;
- **identify and raise the visibility** of good practices of community engagement at the university;
- **reflect** upon how community-engaged the institution as a whole currently is by determining what kind of community engagement is taking place and its level of development;
- **plan** future improvements for furthering university-community engagement.

Community engagement in higher education refers to a wide variety of activities. The TEFCE Toolbox maps five thematic dimensions within which university-community engagement activities can take place:

- Teaching and learning
- Research
- Service and knowledge exchange
- Student initiatives
- University management (partnerships and openness).

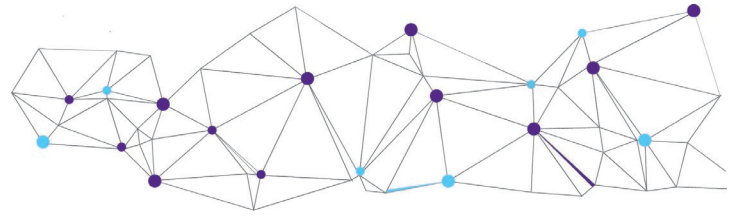
The TEFCE project also identifies two dimensions of a supportive environment for community engagement:

- University management (policies and support structures)
- Supportive peers.

The TEFCE Toolbox is thus structured around a total of 7 thematic dimensions of community engagement (each with 2 to 4 sub-dimensions, thus resulting in with a total of 21 sub-dimensions).

The Toolbox itself is applied through a series of steps to be undertaken by participating universities:

1. Quick scan	Initial discussion by university/community team on the type and extent of community engagement at the university.
2. Evidence collection	Collecting stories of community-engaged practitioners throughout the university.



3. Mapping report	Using a TEFCE Toolbox matrix to map the level of community engagement of the university and to identify good practices, resulting in a background report.
4. Self-reflection	Open discussions among university management, staff, students and the community on strengths and areas of improvement.
5. Institutional report	Promoting good practices and impact, and critical self-reflection for planning improvements to university-community engagement.

Toolbox piloting methodology

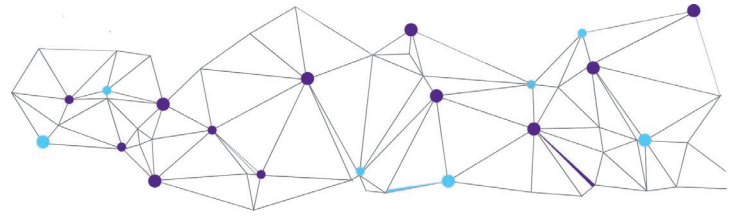
First of all, it should be said that participation in the SHEFCE project was an institutional response, specifically from the Office of the Vice President for Territory and Social Commitment, to a proposal that the university received. This point underlies the entire implementation of the toolbox. Participation was an opportunity for the UdG to reflect on its links with the region and with the society.

This adaptation probably had something to do with an important element: the CONTEXT. The UdG is a university in northern Catalonia, very close to the border with France. It has a community of about 18,000 people, which characterizes it as a medium-sized and regional university (because it is not in Barcelona and because it has strong roots in its area of influence, being in an administrative province that has 291 towns and villages, which shows the density and demographic variety of the area).

Working group

Once the proposal was accepted, the UdG had to take the first step. It had to be decided which team would develop the implementation of the toolbox. The first question was “Who has the responsibility for this Community engagement?”

As we have said, the responsibility for the project was assumed by a vice-rectorate, called Territory and Social Commitment. What does this vice-rectorate do? For the part of "Territory", it deals with the relationship with all kinds of administrative, economic, social, cultural agents of the region, of the institutional representation, of the territorial chairs. The people who work in this vice-rectorate are the vice-rector, a rector's delegate and an administrative secretary. For the part of “Social Commitment”, the vice-rectorate works with a university service, called the Social Commitment Unit. This unit has obvious competencies in community engagement, but only covers a part of what the project involves. The Social Commitment Unit is responsible for the university's relationship with society, but from the perspective of social justice, solidarity, equal opportunities, and from the competences of non-regulated training, dissemination and awareness. It deals with the following topics: volunteering, university cooperation for development, gender, inclusion, training for people over 50 years old, environmental sustainability and health promotion. Therefore, this service only partially fits with the project.



From the point of view of available resources, a project on community engagement coincided more with the part of “territory” than with that of “social commitment”, because in addition to social justice, it had to deal with many more issues: any agreement or relationship with external agents of the university in which there are beneficial effects for both parties. There was, therefore, a broad area of community engagement that transcended social engagement. Probably, this missing part is what the UdG calls putting roots in the region and with society, in the sense that close contact with agents of the region, and the functions of a public university contribute to an improvement in society and citizenship. At the UdG, this duty towards the region and society, in addition to being the responsibility of a vice-rectorate, is also a mission shared between many services and centres. However, being a shared responsibility also made it difficult to assign it to a specific team. In any case, the three people of the vice-rectorate were insufficient to carry out the project. They also had the expertise of the technician responsible for international strategic projects, and the usual administrative management of the office that deals with Erasmus + projects. But it was still short on staff to be an efficient team. It was then decided to propose to a research team investigating citizen participation, the LIBERI group (Research Group on Children, Youth and Community) if some of its members wanted to participate in the SHEFCE project, and luckily, they agreed. As a result, four researchers joined the team and the core team was set up.

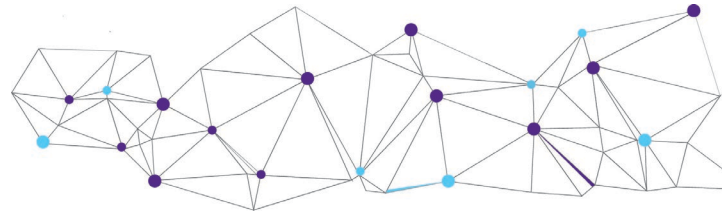
Concepts

Once this decision had been made, we felt the need to re-emphasize the importance of adapting the concept of community engagement to our context: community engagement would become community commitment. This concept had not been used at the UdG. As we have said, we usually talk about region, or commitment to society, or social commitment (which we use for actions that pursue equal opportunities). In this sense, one of our first decisions was to incorporate the new term alongside the known terms, explaining, paraphrasing their relationship. After these months of contact with the term for our community, the rector already uses the term “community commitment” in some public interventions. In any case, the reflection we want to provide is that we believe that a project is successful when the community makes it its own. In the case of the UdG, it was necessary for the university and the environment to perceive that the SHEFCE project speaks about them, of their reality, and this is achieved in part by making this transition between known concepts and new concepts.

New decisions about the working group

Once the core working group was formed, a second circle of people was chosen for the team. The city councils of Girona and Salt were contacted, because these two cities are adjoining and make up the urban area where the three UdG campuses are located. The Social Council (board in which representatives of society participate in the definition of the university strategy and planning) of the university was approached to designate a person as interlocutor of the project, as was the Student Council, to have them as habitual interlocutors.

At this point, another important decision had to be made: did we implement the toolbox alone or with a mentoring university? We dared to do it alone. During these months, we did ask some specific questions to

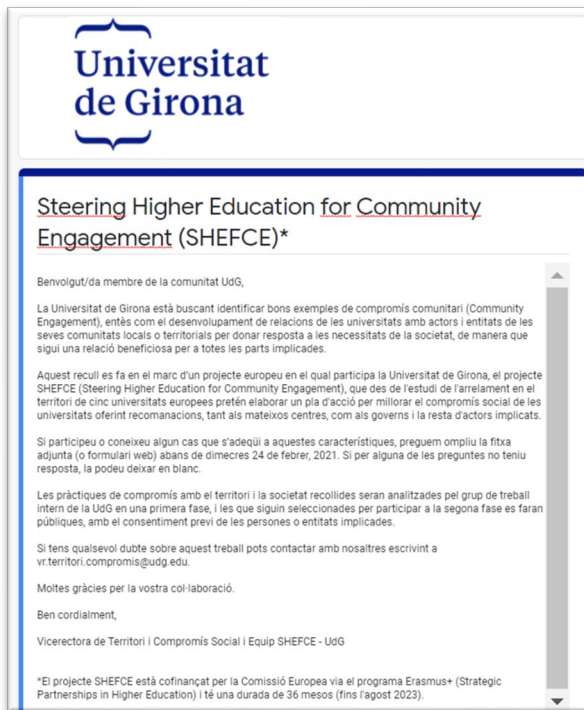


our reference university in the project, the University of Dublin, which had already implemented the toolbox at an earlier stage.

Having experienced this, we believe that the toolbox is a tool that can be applied without help. As users, it has been an easy, very easy, task for us, because the whole procedure is very well guided and explained. The toolbox is a precise tool, which greatly facilitates the most automatic moments of the process, and formulates questions and opens spaces for reflection.

Evidence collection

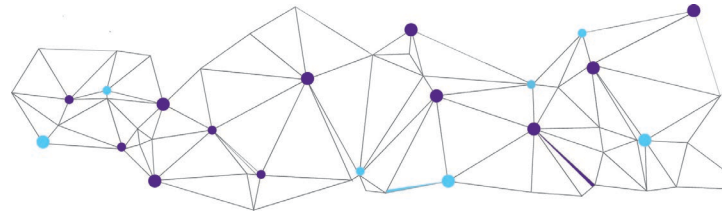
A core group session was then held to discuss how the evidence would be collected. The toolbox case study template was adapted to a Google form, and translated into Catalan. It was sent to the entire university community via an email signed by the working group, headed by the vice-rector. The email was also sent from the vice-rectorate.



A point worth noting: receiving an email from a vice-rector's office probably led to more evidence being collected than if it had been sent from a research group. A good number were quickly collected, about 50 of them, and there were also some people who contacted us by email explaining their activity and asking if it could fit what we were looking for (9 cases, specifically). As the days passed, and with the expertise of the vice-rectorate, more cases were added, finally arriving at 74 cases from the university community. This was a large number, which represented a very positive point for the project, for the diversity in responses obtained, and because many people in the community did not hesitate to send activities that they considered as community commitment.

Mapping report

From that moment on, the most complex work began. Each of the activities was reviewed to see if they matched the purpose of the project. All were accepted except one, which was a proposal whose the project had not been completed. The Excel program was then used to enter all the evidence, and to assign it to one of the seven corresponding dimensions provided by the toolbox. This task occupied several sessions of the working group. Each member concentrated on one dimension and selected which of the activities gathered related to the dimension. After this process and the discussions that took place when doubts arose about the assignment, or about the coverage of one dimension of the toolbox, it was decided that one activity could sometimes be assigned to two, or sometimes three, dimensions.



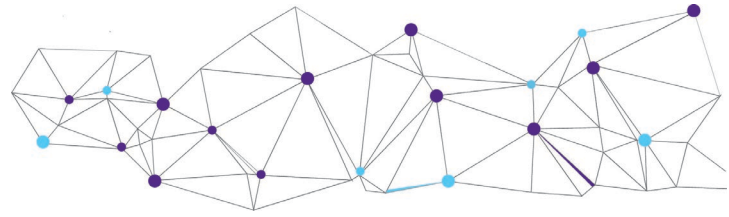
Codi	Nom de la pràctica	I. Learning and learning	II. Research	III. Service/knowledge exchange	IV. Students	Management (partnerships)	Management (policies)	V. Support	Abast	Temporalitat	Relevància	Estratègia
1	Càtedres UdG					5,1	6,4		1 1 2	Tots 3	Alta	1 1 2
2	Ok Participació Comissió de Mecenatege entitat social				3,2							
3	Ok Diagnostic de la situació de les persones LGBT a la Garrotxa		2,2									
4	Ok FUNDACIÓ CARME VIDAL XIFRE DE NEUROPSICOEDUCACIÓ											
5	Ok Fita de la ciència (comparar amb les de secundària i primària, que hem posat a la dimensió 6). Algunes també són transferència.		2,2		3,2				Concreta	Puntual/Anual	Baixa	Noves sinèrgies
6	Ok Taula de Cogestió Marítima del Litoral del Baix Empordà								Territorial àmplia	Periòdica	Mitja?	Noves sinèrgies
7	Ok / Surt a la fitxa 18 del word PROJECTE ROSSINYOL: MENTORIA PER UNA SOCIETAT INCLUSIVA (x2)				3,2	4,2			Territorial àmplia	Periòdica	Alta	Noves sinèrgies
8	Ok Associació d'Història Rural				3,2				Territorial concreta	Periòdica	Baixa	Noves sinèrgies
9	Ok Escritures i Llenguatges audiovisuals o com crear continguts digitals per clients reals	1,2			3,1				Territorial concreta	Periòdica	Baixa ?	Noves sinèrgies
10	Ok Identificació d'agents de salut dels grups comunitaris, o barris, a Figueres ciutat.				3,3				Territorial concreta	Periòdica	Baixa ?	Noves sinèrgies
11	Ok Menja't Sant Narcís				3,1				Territorial concreta	Periòdica	Baixa ?	Noves sinèrgies
12	Voluntariat (local +100 convenis, + internacional)				3,2				Territorial concreta	periòdica	Baixa?	noves sinèrgies
13	Convocatori de Cooperació		+			4,2	5,1 6,1 6,3		Tots 3	Tot l'any	Alta	1 1 2
14	Biblioteques vinculades i Fons Especials de la Biblioteca de la UdG						6,4		Tots 3	Periòdica	alta	1 1 2
						5,2			1 1 3	tot l'any	Mitja?	1 1 2

During this period, each activity was also evaluated with four indicators: territorial scope (restricted or wider ranging), temporality (punctual, frequent), relevance (high, medium or low) and strategy involved. The construction of these indicators responded to the difficulty of choosing activities. It had not yet been decided whether all 74 activities would be presented, as it seemed too many. The problem in the selection was that there were very different activities: one of the records collected could talk about the role of a foundation, or the 40 regional chairs, while another was specific advice to a board of trustees, or a practice associated with a specific subject of a degree. As the work progressed, the indicators were not used to select the activities, and it was decided that they all had the same validity for inclusion in the project. Precisely the toolbox allowed the unification of different elements under a new vision: the community commitment. The report includes 29 activities from the 74 collected. Attached are those cited in the summaries of each dimension.

Participative dialogue

Two focus group sessions were organized, in face-to-face format. Despite the restrictions of the pandemic, the aim was to maintain this format in order to reach a more sociable dynamic that would encourage more reflection.

It was decided to do a session corresponding to dimensions 5, 6, 7 and 3; and another with dimensions 1, 2, and 4. The dimensions were thus separated to focus the discussion on groupings of topics that are usually dealt with together: teaching, research and students on the one hand, and management and transfer on the other.

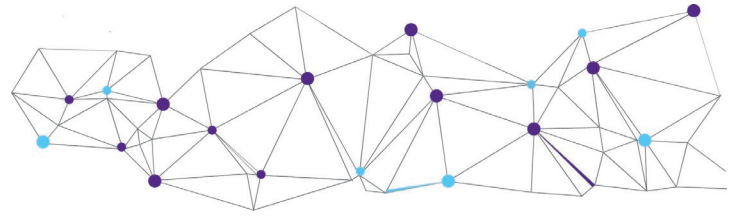


Two-hour sessions were prepared. Information was provided to participants prior to the session. At the beginning, a brief presentation was given to put the project and the session into context, and to show some examples.

FOCUS GROUP 1	FOCUS GROUP 2
Sílvia Llach (SHEFCE) Jaume Feliu (SHEFCE) Joaquim M. Puigvert (Professor, ex-vice-rector) Carles Gras (Head of Cabinet, Salt town council) Gemma Ros (Head of UCS volunteering and cooperation) Enric Manuel (Social rights, Girona city council) Maria Roura (Diputació Girona, ODS) Maria Buxó (Coordinator of Campus Sectors) Angels Merino (Head of UdG Library) Ignasi Rodríguez Roda (Professor and director of the Master's degree in Water, ICRA) Josep Arnau (Social council)	Anna Planas (SHEFCE) Pere Soler (SHEFCE) Edgar Iglesias (SHEFCE) Sílvia Llach (SHEFCE) Jordi Freixenet (Professor, ex-vice-rector) Elena Soler (Technician Campus Sectors) Cristina Valentí (Journalist and Technician of the Communication and Institutional Relations Area of the UdG) David Martí (Businessman, UdG alumni) Mònica González (UdG professor and researcher) Nico Valencia (student)

Acknowledgements

A special acknowledgement to all the people who have sent us community engagement practices, to those who actively participated in the focus groups and the peer learning visit, your contributions have been key to shape this report. To the administrative staff that has helped us (and continuous to do so) in the SHEFCE endeavour and the implementation of the TEFCE toolbox. Last but not least, we would like to give a general, more anonymous, thank you to all the people who have generated this commitment and this way of doing things during these 30 years at the Universitat de Girona.



2. INSTITUTIONAL OVERVIEW

About the Universitat de Girona

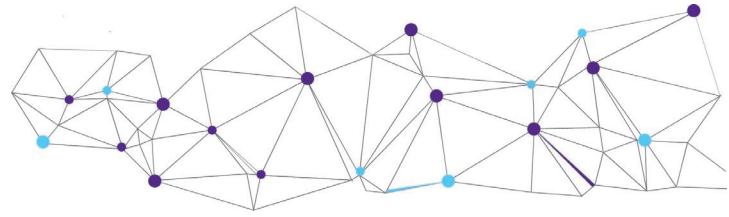
The Universitat de Girona (UdG) is a public higher education institution devoted to academic excellence that strives to contribute to the progress of society through the creation, transmission, dissemination and review of knowledge related to sciences, technology, humanities and arts. The community of the university is formed currently by 15,338 students, 1,347 teaching and research staff and 606 administrative and service staff. We can consider the UdG as a young university since it was created in 1991, although university courses had been held in Girona since the 1960s, and in the distant past (15th-18th centuries) it had existed as a university.

UdG is located at the city of Girona (100.000 hab.), capital and cultural centre of a dynamic province (750.000 hab.) in terms of economic and social development. Girona province is formed by a rich urban network of small and medium-sized towns that lead initiatives of development and specialization, and that have strong identity with the region and its university. Many initiatives for social and economic innovation are managed jointly by those regional actors and Universitat de Girona. Girona city and province is easily accessible to the rest of Catalan region, and especially to the capital Barcelona, that concentrates majority of population and universities, some of them of big dimension. In Catalan context, Universitat de Girona is a medium-sized University very well connected with its territory.

Currently, the UdG leads a strategic aggregation that includes 5 associated foundations, 3 participating research institutes, a Science and Technology Park and 8 technology-based ventures. This combination of platforms strengthens the hybrid character of research and fosters the transversal links between different knowledge areas. In line with this variety, research at the UdG is carried out in over a hundred research groups, structured around 5 main pillars: technology, humanities, health, society and experimental research.

The UdG is committed with the principle of Open Science, with the aim to improve impact of academic outcomes on society in its immediate surroundings, as well as internationally through specific projects of research networks. A tailor-made communication and dissemination service is available to our scientific community with a view to promoting scientific production with Open Access and to boosting visibility and impact of their research. This service offers specific support with the promotion of research results and develops publicity campaigns aimed at the general public.

The Universitat de Girona believes that all its activities need to be imbedded with a commitment to society. Several initiatives are unique to the university that put into practice this idea, such as “Campus Sectorials” (interdisciplinary campuses connect the research of the university to the territory), UdG “Càtedres” (alliances between organizations or businesses and the university to work on a specific topic and connects it with the citizens of the region) or “Unitat de Compromís Social”. This unit is part of the organizational structure of the



university and promotes values as health care, care for the environment, social justice and access to an inclusive and quality education for everyone. This unit ensures these values are present all the policies (the ones affecting the university community, teaching, research and knowledge transfer), taking account of not just the more immediate social environment but also the international contexts where the UdG can make significant contributions.

Selection of flagship community engagement practices

Practice 1: Expertise and Social Transformation course

The elective "Social Expertise and Transformation" is part of the Degree in Social Education. It is a 3ECTS subject that has been implemented since the 2019/2020 academic year and that takes place during the 14 weeks of the second semester. The course is promoted on the initiative of teachers and the coordination of the Degree in Social Education. Its implementation has the support of the Vice-Rector for Territory and Social Commitment and the research-action group with professionals from the territory. This subject is configured as an opportunity for analysis, reflection and creation shared by students in the 3rd and 4th years of the Bachelor's Degree in Social Education and users (visiting students) of the different services and projects in which social educators work. The objective is to break down barriers, exchange knowledge, and foment dialogue between future professionals and the users of services to bridge gaps and share power. The experience allows both groups to feel empowered and formulate new work dynamics in the centres and services to which they are linked.

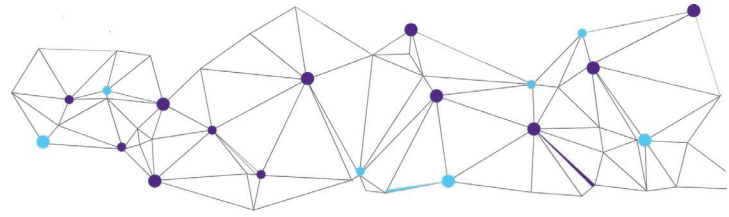
Practice 2: Experiences in research-action for the co-construction of knowledge between professionals and researchers

Different work experiences between professionals and academics that have been carried out by research groups and socio-educational projects are presented. They have a stable working group about 10-12 professionals and academics. The administrations, entities and companies in which the professionals work facilitate their participation, support the dissemination of the results and incorporate (as far as possible) the learning and resources generated within the institutions.

The purpose of the experiences is to work on the co-creation of knowledge between professionals of socio-educational intervention and researchers of the UdG. The aim is to respond to specific needs of the territory and share knowledge and experiences. The specific objectives as well as the work proposals and the methodology are agreed upon all the members of the group.

Practice 3: Rossinyol Project/Nightingale Project

Rossinyol is a mentoring project promoted 15 years ago. During this time, more than 1000 university students have accompanied 1000 children and adolescents of foreign origin to get to know spaces in the municipality



where they live (leisure, culture and other). Its purpose is to promote the process of social, cultural and linguistic integration as well as their personal and educational development. It also promotes the training and awareness of students in cultural diversity and social inclusion. To make possible the mentoring and selection of participants, several schools and 14 municipalities are currently involved in setting up an organizational network of the project together with the technical support and management of the project (UdG Team). Rossinyol makes available to the City Councils, through the University, students who are usually residents of the same localities, giving a great response to the group of newcomers, thus establishing a series of relationships that alone do not would exist.

Practice 4: UdG Volunteering Programme

A volunteering programme focused primarily on students. First, students carry out training courses designed by the UdG in order to have knowledge in that field (volunteering, cooperation, disability, sustainability, gender and health). Second, they participate in solidarity activities in collaboration with entities and institutions (local or international) in order to work in the field everything learned during the training courses.

Since the start of the volunteer program in the 2010/11 academic year, a total of 144 collaboration agreements have been signed between various social entities and the UdG for carrying out solidarity and cooperation activities. With Volunteering, the UdG wants to influence the development of transversal competencies in students that promote their integral development and contribute to their training as active and socially responsible citizens. Through this program, the university is committed to and involved with the territory and contributes to the promotion of solidarity, equity and social justice.

Practice 5: Territorial Chairs

A set of structural units of the UdG created as alliances between organizations and companies and the University to work on a specific topic, especially in dissemination, but also in formation and research, and connects University with community needs and interests of local actors. The 40 institutional chairs currently included in the Universitat de Girona organized, in 2019, 549 activities (425 in 2020 due to the pandemic), of a very diverse nature and distribution throughout many territories, especially the counties of Girona and the rest of Catalonia. The chairs are created from a stable collaboration agreement with an institution, association or company and are managed by a follow-up board made up of a director, a representative for the organization and a representative of the University government.



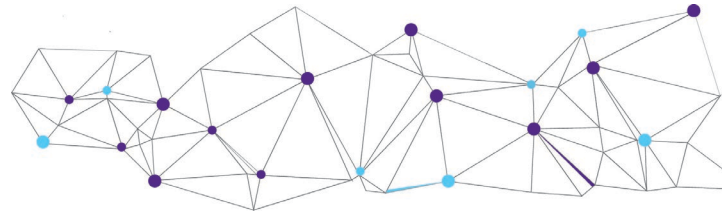
3. MAPPING PRACTICES



DIMENSION I: TEACHING AND LEARNING

Sub-dimension I.1. The university has study programmes or courses to respond to societal needs that are specific to the university's context and its external communities.

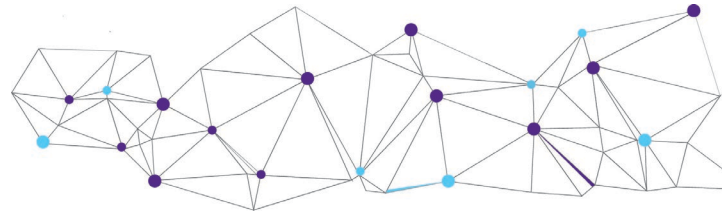
Levels of engagement	
The university has study programmes or courses that	
Level 1	...make general references to their relevance to the societal needs of the university's external communities.
Level 2	
Level 3	... include specific content or make specific links with the societal needs of the university's external communities.
Level 4	
Level 5	... are developed in cooperation with the university's external communities to address a societal need.
Achieved level and conclusions (300 words per sub-dimension)	
<p>The evidence collected to illustrate this subdimension is linked, on the one hand, to the processes of creating and evaluating certain education programmes, and on the other to the training course initiatives that are part of the permanent education. In the first group we find the Consell Assessor del Màster Interuniversitari Joventut i Societat [Advisory Board for the Joint Master's Degree in Youth and Society] (practice 57), which is comprised of twenty representatives from institutions and entities linked to this programme, the related policies, or social and educational work with youths. There is a minimum of one meeting per academic year, and some of these institutions or entities also engage in specific, sporadic collaborations to meet particular needs. The advisory board aims to link the education to the region and get the local community involved in both the training and later job placement of the students. Another example is the "Debate and Co-creation Session on the Future of the Master's Degree in Environmental Change: Analysis and Management" (practice 60), which was held after 7 years of offering the Master's degree. It aims to adapt the programme to the changes and challenges in the region and the institutions, in order to better tackle environmental changes, especially the climate emergency. This session saw the participation of specialists in the region working both in the private and public sectors. To illustrate how the UdG incorporates and collaborates with players in the region to develop specific courses that meet the needs of the community, we provide the experience of the Universitat de Girona Foundation: Innovation and Training, open to the local community (practice 59). The Foundation was created by the UdG with the aim to contribute to regional economic and social development by organising continuing education. The training courses it organises are based on the needs of the region and are often created at the behest of the government entities in the UdG's sphere of influence.</p> <p>The evidence shows that the UdG establishes mechanisms to implement courses that meet the needs of the region. They are sometimes even developed in collaboration with other entities, but this isn't the general tendency. Thus, the UdG could be situated between levels 3 and 4.</p> <p>Practice 57- Consell assessor del Màster Interuniversitari Joventut i Societat [Advisory Board for the Joint</p>	



Master's Degree in Youth and Society]	
Practice 59- Universitat de Girona Foundation: Innovation and Training	
Practice 60- Debate and Co-creation Session on the Future of the Master's Degree in Environmental Change: Analysis and Management	
Estimate of achieved level (1-5)	3.5

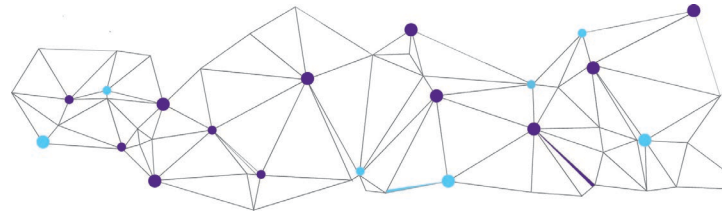
Sub-dimension 1.2. The university has study programmes or courses that include a community-based learning component for students.

Levels of engagement	
Community-based learning is included in study programmes and courses at the university and...	
Level 1	.. benefits students to develop their knowledge and skills, although there is little evidence yet of their benefit for the community.
Level 2	
Level 3	... has demonstrated benefits for students and supports community partners to address a short-term problem or need.
Level 4	
Level 5	... builds capacities of community partners and bring equal benefits to the students, teaching staff and university as a whole.
Achieved level and conclusions (300 words per sub-dimension)	
<p>The practical classes covered show evidence of a rich variety of study courses and programmes that include community-based learning. The experiences presented show diversity, both on the level of: a) disciplines (Humanities, Social Sciences, Science, and Technology), and b) collaborators or partners from the community (NGOs, businesses or shops, media, government entities, schools, etc.). Methodologically, these are delivered as project-based learning experiences. The evaluations performed by both students and collaborators/partners from the community have been very satisfactory. For the former, these allow for significant learning, creating products or other things that are beneficial for the community, and practising concepts learned. For the latter, they help them improve services, have the possibility of offering initiatives that might not be offered otherwise, and/or help them meet specific needs. It is seen as an opportunity in which everyone wins. Despite the benefits, some of these practical classes require extraordinary dedication from the faculty involved.</p> <p>Many of the practical classes covered are initiatives from the faculty to improve their teaching or those linked to teaching innovation projects. They are part of the obligatory subjects or electives for the different degrees of the university. Therefore, they are part of the basic education. Some practical classes are backed by Teaching Innovation Networks (TIN) made up of the faculty from the different UdG centres, with institutional support from the Institut de Ciències de l'Educació Josep Pallach [Josep Pallach Institute of Education Sciences]. The fact that some of these initiatives are part of a TIN probably make it easier for them to be implemented and ensure their quality.</p> <p>Among the experiences, we can find initiatives in:</p> <ul style="list-style-type: none"> • A subject: "Writing and audiovisual languages or how to create digital content for real clients" (Practice 9), which aims to give students in the Advertising and Public Relations Bachelor's degree a glimpse of their future professional reality. They will create a production company (made up of a team of students) that will create digital audiovisual content for small businesses that are not present in the digital world. 	



- Different subjects or strategic projects for Bachelor's or Master's degrees: Among these, we can find:
 - CreaXarxa [CreateNetwork] (Practice 22), an activity co-organised by the Bachelor's degree in Physical Activity and Sport Science and the Consell Comarcal del Gironès [Municipal Council of Girona] (with the collaboration of different administrations and entities). This activity is managed by students in three different subjects who are in different years. The aim is to raise awareness and teach society to improve the quality of life of people with functional diversity, through physical activity and sport. These objectives are worked on through annual training sessions for faculty and sports monitors, awareness days for primary and secondary school students, and the dissemination of physical activity and sport for people with disabilities.
 - Within the Bachelor's degree in Social Education, two obligatory subjects in the second year are involved in the initiative "Let's Make a Great Neighbourhood- Local Market and Conversation" (Practice 23). This experience is carried out in coordination with the Consorci de Benestar de la Garrotxa [Garrotxa Wellness Consortium] and consists of fomenting the recovery of public spaces as local relaxation areas. The students participate in conversations with the neighbours and collaborate on the organisation of reflexive workshops with professionals.
 - Within the Bachelor's Degree in Cultural Communication, different experiences related to the impact of the media on the region are carried out. Among these, there is explaining the history of the city through different media, creating virtual and physical platforms for the citizens to get to know the different neighbourhoods in the city, reports on the effects of COVID-19 on the cultural institutions, and themed radio programmes that are of interest to the community (Practice 41).
 - The experience "PATA Chapter on University, Industry and Community collaboration in student's research projects" by the European Master in Tourism Management at the Faculty of Tourism would be another example of this (Practice 21). Within the framework of this experience, 10 students carry out their Final Master's Project in collaboration with the industry and communities of different countries.
 - Finally, the Plataforma TAECOM-Comunitat STEM [TAECOM Platform-STEM Community] experience (Practice 14) by the Polytechnic School gives university students the opportunity to get involved in missions and tackling challenges and collaborate on the creation of game content targeting secondary school students, which aims to tackle technological challenges through gamification.
- Interdisciplinary projects: the Xarxa d'Innovació Docent d'Aprenentatge per Projectes Interdisciplinari [Teaching Innovation Network for Learning through Interdisciplinary Projects] (Practice 19) fosters initiatives in which the faculty and students of different subjects get involved in a local project that requires an interdisciplinary approach. The Xarxa d'Innovació Docent en Aprenentatge Servei (APS)[Teaching Innovation Network in Service Learning] (Practice 56) promotes and disseminates Service Learning within the UdG. It delves deeper into the possibilities and opportunities of this practice, creates studies and materials, and coordinates with other groups and universities linked to this educational approach. This network has a clear intention of linking academic learning with social commitment.

Lastly, we have the curricular and extracurricular practical placements (Practice 51). One of the outstanding elements in adapting the curricula to the EEES has been the need to incorporate external practical placements as well as work and professional experience into the students' education. At the UdG, this has culminated in the inclusion of external placements in all the bachelor's degree and master's programs as one or more compulsory or optional subject, but present in all the curricula. In the case of bachelor's degrees, the number of credits for these subjects are extremely varied, but usually between 6 and 12. For master's degrees, the



credits vary between 4 and 30. In general, they feature in the second part of the degree. The practicums in the degrees with the highest number of credits correspond to the areas of Education and Health, for which guidelines are provided. The process of evaluating curricular internships in most of the centers that incorporate them is worth mentioning. In the case of the Faculty of Education and Psychology, and specifically in some of the studies, quantitative and qualitative evaluation methodologies are established. At the quantitative level, questionnaires are applied to tutors and students at the end of the internship to collect satisfaction with the process and also proposals for improvement. More qualitative information is also collected from: periodic communication between the tutor of the Faculty and the tutor of the center, as well as through the annual conferences targeting internship tutors. These conferences also help to detect the needs and demands of the territory with which the university can be linked. The UdG also offers extracurricular practical classes, which are usually complementary to the education provided. These are often done in companies and are often paid opportunities. These practical classes also help with labour insertion. On many occasions, these practical classes, especially the external ones, don't only provide benefits and learning opportunities for students, they also contribute to fulfilling needs through small projects, in which the faculty supervising the practical classes are also involved.

The evidence provided shows that the UdG would be situated on the highest levels (between 4 and 5) in this subdimension.

Practice 9: Writing and audiovisual languages or how to create digital content for real clients

Practice 16: Plataforma TAECOM-Comunitat STEM [TAECOM Platform-STEM Community]

Practice 18: Teaching Innovation Network for Interdisciplinary Project Learning

Practice 21: PATA Chapter on University, Industry and Community collaboration in student's research projects

Practice 22: CreaXarXa [CreateNetwork]

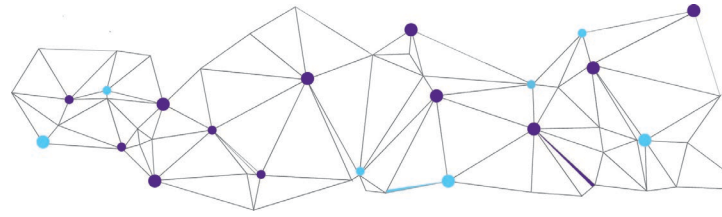
Practice 23: Fem veïnatge [Let's Make a Great Neighbourhood]

Practice 41: Impact of the media on the region

Practice 51- External curricular internships and extracurricular internships

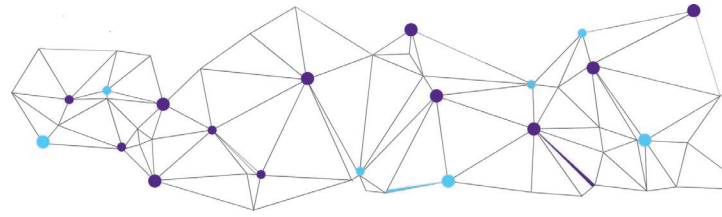
Practice 56- Teaching Innovation Network in Learning

Estimate of achieved level (1-5)	4.5
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Sub-dimension I.3. The university facilitates the participation of community representatives in the teaching and learning process (in a curricular or extra-curricular context).

Levels of engagement	
External community representatives that cooperate with the university ...	
Level 1	... have a partnership role that does not involve the delivery of teaching and learning.
Level 2	
Level 3	... are included occasionally in teaching and learning processes (e.g. extra-curricular guest lectures).
Level 4	
Level 5	... are included continually in teaching and learning processes (e.g. working with students on projects or research).
Achieved level and conclusions (300 words per sub-dimension)	
<p>The practical classes covered show evidence of the participation of representatives from the community in the teaching and learning processes. We must differentiate two types of experiences: on the one hand those that include community agents (professionals, business people, representatives of entities and institutions, etc.) in the educational sessions of curricular and extracurricular activities and in the students' learning processes, and on the other hand the experiences that incorporate the citizens or specific groups from the community in curricular or extracurricular educational processes.</p> <p>Among the first, the most frequent is inviting professionals and specialists (Practice 68), whether from the public, private, or tertiary sector, to educational sessions. In some faculties, like the Faculty of Education and Psychology, this is a widely extended practice in both Bachelor's degrees and Master's degrees. These are people that bring their expertise and practical knowledge to the table and help contextualise knowledge, formulate needs, or reflect on good practices. This participation is usually limited and determined by the initiatives of the faculty based on the needs and characteristics of the subjects they teach. This kind of contributions is also made through extracurricular activities like the Education Week (Practice 19). There are a smaller number of practices that link community agents and students in teaching and learning processes, such as the practical experience "Writing and audiovisual languages or how to create digital content for real clients" (Practice 19).</p> <p>Among the second group of experiences, we can identify strategic projects (via studies or the university) that intend to incorporate specific groups from the community in educational programs. The Social and Work Inclusion Basic Skills Specialisation Diploma (Practice 30) is a course geared towards young people of up to 30 years of age with an intellectual disability who are registered with the Youth Guarantee System. This specialisation diploma is of a hybrid or mixed nature; the teaching (30 ECTS credits) is distributed 50/50 between inclusive activities (developed in collaboration with students from different Bachelor's degrees at the Faculty of Education and Psychology) and specific activities (which will be carried out individually or in groups only by the programme participants). The elective "Social Expertise and Transformation", part of the Degree in Social Education would be another example (Practice 32). This subject is configured as an opportunity for analysis, reflection and creation shared by students in the 3rd and 4th years of the Bachelor's Degree in Social Education and users (visiting students) of the different services and projects in which social educators work. The objective is to break down barriers, exchange knowledge, and foment dialogue between future professionals and the users of services to bridge gaps and share power. The experience allows both groups to feel empowered and formulate new work dynamics in the centres and services to which they are linked. Lastly, the University Education Programme for people over the age of 50 (Practice 39) aims to offer people over 50 the opportunity to study at the university and provide a space for acquiring knowledge,</p>	



reflection, and intergenerational dialogue. Within the framework of this program, individuals over 50 can sign up for some of the subjects taught at the UdG without the need to follow the itineraries established for obtaining university degrees. These experiences are very well evaluated by all the people involved (students, faculty, entities). They contribute to fostering intergenerational cohesion and social diversity in the university community and they reinforce the impact of the university on society. These are considered very enriching experiences, given that these community groups participate as students within these Bachelor's degrees, sharing motivation and drawing from experiences along with the rest of the students and faculty.

The UdG would reach level 3 and would achieve around level 4 for this subdimension.

Practice 9: Writing and audiovisual languages or how to create digital content for real clients

Practice 19- Education Week

Practice 32- Social Expertise and Transformation subject- Bachelor's Degree in Social Education

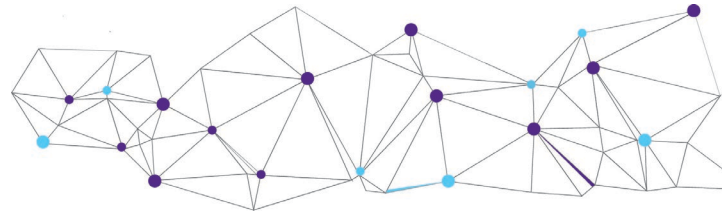
Practice 30- Social and Work Inclusion Basic Skills Specialisation Diploma

Practice 39- University Education Programme for people over the age of 50

Practice 68- Inviting professionals and specialists to educational sessions

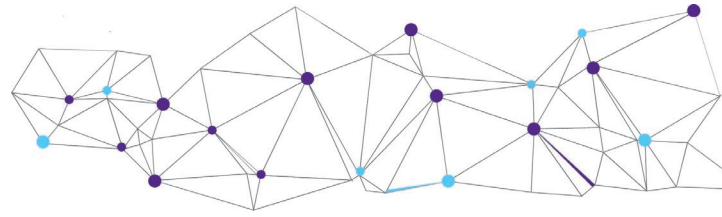
Estimate of achieved level (1-5)

4



Sub-dimension I.4. The university has study programmes or courses that are created, reviewed or evaluated in consultation/cooperation with the university's external communities.

Levels of engagement	
External community representatives that cooperate with the university ...	
Level 1	... are not formally consulted regarding the design of the programmes or courses with which they cooperate.
Level 2	
Level 3	... are formally consulted regarding the design of the courses with which they cooperate and their voices are taken into consideration.
Level 4	
Level 5	... co-design and co-evaluate the programmes or courses with which they cooperate.
Achieved level and conclusions (300 words per sub-dimension)	
<p>The practical classes for the courses or study programmes that are created, reviewed, or evaluated in collaboration with the community outside of the university are infrequent or low intensity. The creation, review, and evaluation of the programmes and educational courses is mostly in the hands of the faculty. Despite all of this, there is some evidence of the participation of the community in the study programmes. Three types of evidence have been identified: 1) regular activities (some of which are regulated) involving consulting and working with community agents for the creation, review, or evaluation of educational programmes, 2) regular and sporadic studies or activities for reviewing educational programmes that are part of Bachelor's and Master's degrees, and 3) specific experiences in creating educational courses.</p> <p>As for the regular activities, the following evidence is provided: a) The participation of community agents in the creation and design committees for Bachelor's and Master's degrees (Practice 44). They usually act as consultants and are involved in determining the needs regarding the creation or review of the study programmes for the Bachelor's and Master's degrees. In addition, every six years the Bachelor's and Master's degrees must undergo a national accreditation process, in which an exhaustive review of the educational programme is carried out. These accreditation processes always involve the participation of agents (representatives of entities, administrations, or companies) from the educational programme's professional field, who participate in the Internal Evaluation Committees, b) the regular participation of the community in reviewing and monitoring the educational programmes, such as the <i>Consell Assessor del Màster Interuniversitari Joventut i Societat</i> [Advisory Board for the Joint Master's Degree in Youth and Society] (Practice 57) or the "Debate and Co-creation Session on the Future of the Master's Degree in Environmental Change: Analysis and Management (Practice 60), and c) Practical class teaching staff days, organised by the Faculty of Education and Psychology (Practice 46), an annual event in which the practical classes for the Bachelor's degrees in Social Education, Pedagogy, Psychology, and Social Work are reviewed. In these, the curricular practical classes are adjusted to meet the needs of the services and to adapt to social changes.</p> <p>Secondly, the evidence related to the sporadic consulting of community agents through studies and research is of note. These studies are intended to improve the educational plans for the Bachelor's degrees. An example of this is the "Analysis on professional insertion and educational improvement for the Bachelor's degrees in Pedagogy, Social Work, and Social Education" (Practice 45). It used questionnaires completed by workers and graduates and discussion groups to collect improvement ideas for the training delivered during the Bachelor's degrees. In addition, in response to the pandemic situation, the Bachelor's degree in Social Education carried out a study to determine the emerging responsibilities and functions of social educators</p>	



(Practice 47). The study was performed using 5 discussion groups, in which different regional players participated.

Lastly, there are more concrete experiences linked to the **design of a subject**, such as that of the elective "Social Expertise and Transformation", part of the Bachelor's Degree in Social Education (Practice 32). This subject is configured as an opportunity for analysis, reflection and creation shared by students in the 3rd and 4th years of the Bachelor's Degree in Social Education and users (visiting students) of the different services and projects in which social educators work. The "visiting students" or service users are selected from among the proposals received from different entities, companies, and administrations that are involved in the experience. These entities and institutions have participated in the design of the subject and are regularly informed on their progress. Some of the professionals linked to these entities and institutions have participated in sessions with the students. Despite the interest in the proposal, the way to make it economically viable in the long-term is still unclear.

For this subdimension, the UdG is at level 3, since it still has challenges to face if it wants to achieve level 5 for the co-design and co-evaluation of educational programmes and courses.

Practice 32- Social Expertise and Transformation subject- Bachelor's Degree in Social Education

Practice 44- Processes for the accreditation of educational programmes.

Practice 45- Analysis on professional insertion and educational improvement for the Bachelor's degrees in Pedagogy, Social Work, and Social Education

Practice 46- Practical class teaching staff days at the Faculty of Education and Psychology

Practice 47- Study on the new responsibilities and functions of social educators after the pandemic- Bachelor's degree in Social Education

Practice 57- Advisory Board for the Joint Master's Degree in Youth and Society

Practice 60- Debate and Co-creation Session on the Future of the Master's Degree in Environmental Change: Analysis and Management

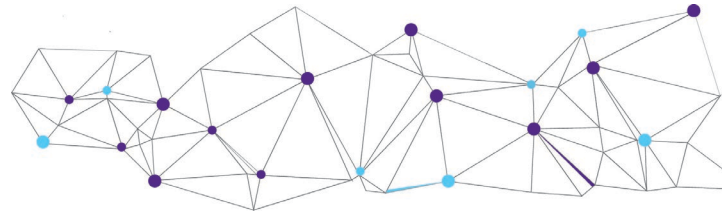
Estimate of achieved level (1-5)

3



Synthesis: Community-engagement heatmap for Dimension I: Teaching and learning

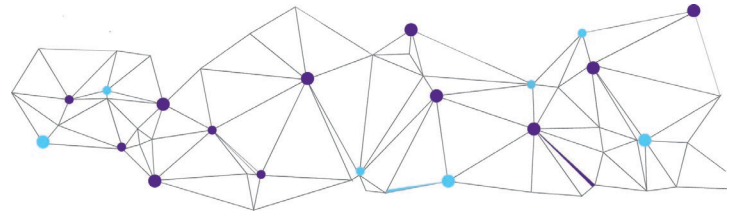
Characteristics of engagement	Heatmap level					Heatmap levels criteria
	Lowest level				Highest level	
Authenticity of engagement				X		Lower: superficial; no evidence yet of mutual benefits Higher: authentic; tangible benefits for communities
Societal needs addressed					X	Lower: needs of labour market and industry Higher: 'grand challenges' (e.g. climate), social justice
Communities engaged with					X	Lower: well-resourced partners (e.g. business) Higher: low-resourced partners (e.g. schools, NGOs)
Institutional spread			X			Lower: only at one or two university departments Higher: across the entire institution
Institutional sustainability		X				Lower: engagement through short-term projects Higher: engagement institutionalised, adequate funding
<p>The UdG provides a wealth of evidence linked to the involvement of the community in the educational courses and programmes. This diversity can be seen through: a) the type of experiences (ranging from those linked to individual faculty initiatives, to proposals for educational programs for Bachelor's or Master's degrees, to inter-faculty initiatives), b) fields (these are developed in the scientific, technical, humanities, and social fields), c) type of community agents involved (public institutions, private entities, entities from the tertiary sector).</p> <p>The involvement of the community in teaching and learning not only meets the needs of the market but also those of objectives linked to resolving and tackling local problems. Thus, in relation to the social needs that the UdG addresses, the dimension of teaching and learning would be situated at a high level.</p> <p>The community agents involved in teaching and learning at the UdG are varied and diverse. This richness means that the UdG can reach the highest levels in this dimension related to this parameter. The most common is collaboration with government entities, but there is evidence of experiences with government institutions, NGOs, and businesses. To a lesser degree, it also includes the citizens, as some experience is provided in this sense.</p> <p>Almost all the Faculties and teaching centres have experiences of community participation in teaching and learning. That said, there is a certain imbalance between faculties, with some being much more active than others in these kinds of proposals.</p> <p>Institutional sustainability is the lowest-rated parameter. Although there are some programmes that are clearly institutionalised, such as the University Education Programme for people over the age of 50, and some of the initiatives are being continually implemented, most draw from individual initiatives from faculty members or groups of faculty members, depend on occasional projects, and have no stability as regards time or financing. Many of these individual initiatives stem from the concern of teachers for innovation and teaching improvement. A more institutional space for support for these initiatives is the Josep Pallach Institute of Education Sciences, especially through the promotion and funding of Teaching Innovation Networks (XID) (transversal at university level) and Teaching Innovation Groups (GID) (focused on specific undergraduate or master's studies). The initiative is well established, and some networks have more than 12 years of experience. Some of them work on the community dimension. In the case of the XID create a space for lecturers from different faculties and disciplines to meet and learn from each other. This collaborative space fosters a transversal approach to community subjects. Despite the support of the ICE, the UdG should take new actions to support the initiatives of teachers (either at the administrative level, in recognition of the work done, or through an office that facilitates communication between faculty and community).</p>						



DIMENSION II. RESEARCH

Sub-dimension II.1. The university carries out research focusing on the societal needs of the university's external communities.

Levels of engagement	
The research projects at the university that address societal needs....	
Level 1	... focus on community-specific needs and include community representatives as respondents.
Level 2	
Level 3	... include structured consultations with community stakeholders at different phases in the research process.
Level 4	
Level 5	... are developed based on a structured partnership, in which the community can co-determine the research agenda.
Achieved level and conclusions (300 words per sub-dimension)	
<p>The UdG has an initiative through which it periodically (annually) pursues its objective of linking research with the social needs of the region. This is an aid scheme that the Board of Trustees presents each year (Practice 35) and whose objectives are, among others, to provide economic stimulus to research proposals that get society closer to research, transfer university knowledge, and at the same time facilitate the promotion and attractiveness of the University on the labour market.</p> <p>The Universitat de Girona has different experiences and structures that allow the research to be focused based on the needs of the community beyond the university. Close ties between institutions and services in the region have been detected, and in some cases these were forged starting at the University. Such is the case for the Carme Vidal Foundation (Practice 4). Even so, in this case there is no formal relationship established between the two institutions, apart from the fact that they share some of their staff members. This situation allows for smooth communication and a connection between the needs of both sectors. On a more permanent and established level with a formal, recognised organic structure, we must mention the Board of the Polytechnic School (Practice 62). Among other functions, it serves as a nexus between the university and companies in the region in order to improve its competitiveness. Therefore, this Board's members include individuals from the Polytechnic School and from businesses in the region.</p> <p>In other cases, the initiative for the research is based on requests from a group or entity representing a particular sector of society with clear requirements. Such is the case of research against cancer (Practice 54), backed by the Spanish Association Against Cancer, together with the Fundació Santa Lucía, based on the development of a new anti-tumoural protein administration system. It is clear that this work meets a specified need identified by the association promoting the research.</p>	



In an initial phase we can also mention the VUDES project (Practice 20), which aspires to roll out an initiative in which the community itself determines the research agenda. However, this is an initiative that just started. We can also mention the Programme for Improving Well-being in Schools, PROMIBE (Practice 27) as a clear example of many other lines of research that are carried out and that are based on an initial determination of the needs of the community before establishing the definitive research objectives. In this case, PROMIBE intends to implement actions that foster the well-being of children and teens in schools, along with that of the entire school community. It does this by developing social, emotional, and digital skills among students and teachers, and getting families involved in digital communications. In this case, a prior analysis of the needs of this group is performed through interviews, in order to adapt the programme to the needs, particularities, and educational projects of the centres and also their organisational structures.

Also worth mentioning are the research experiences that apply the citizen science dimension, facilitating the participation of citizens themselves in the different research phases. In this vein, Viu la riera! [Long live the riera!] (Practice 61) allows citizens to have an opinion about research results and proposed new activities.

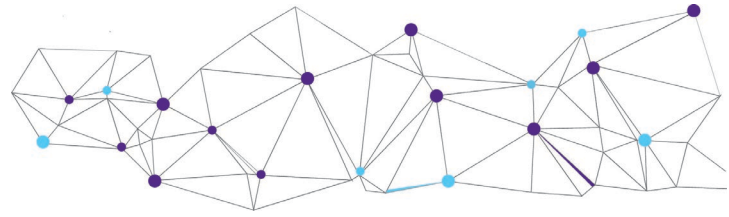
This dimension may not be at the same stage in every research area within the university. In the area of the social sciences, we can consider that it's reached level 3. There are numerous examples of how the research is focused on the needs of the community and aims to meet these using the voices of the members of that community. That is why we consider level 3 to be have been reached, and in some importance examples, it might even be considered to be at level 4 or 5.

A very good example of this structured association through which the community can co-determine the research agenda are the experiences in research-action for the co-construction of knowledge between professionals and researchers (Practice 33). This is a group comprised of a small number (between 6 and 10) of academics and professionals in the realm of the social sciences and education who have experience in the professional sector and are interested in participating in co-creation work. Through this dynamic, study topics have been determined and there have been interesting contributions for the sector in the form of different events, documents, virtual resources, and training spaces. This is the case for groups of: a) research on immigration, b) research on social work, and c) research of health promotion and youth-related policies.

Other projects which take into account the perspectives of people affected by or benefiting from the research. This would be the case of, for example, the We are Here project financed by La Caixa Foundation, which has an integrated advisory board including children and teens who guide part of the research and help construct instruments to collect data. Another project is entitled "Resilient children, teens, and communities: identification and analysis of social and educational practices from a multidimensional, cross-cutting perspective to tackle the pandemic", presented at the government of Catalonia's 2020 Pandemics open call. It is also based on a clear need felt and expressed by the communities participating in the research.

Practice 4: Fundació Carme Vida Xifré de neuropsicopedagogia [Carme Vida Xifré Neuropsychopedagogy Foundation]

Practice 20: VUDES (Visites universitàries per al desenvolupament sostenible) [VUDES - University visits for



sustainable development]

Practice 27: Programa de Millora del Benestar Escolar (PROMIBE) [Programme for Improving Well-being in Schools]

Practice 24: Creating the Garrotxa social cohesion report

Practice 33: Experiences in research-action for the co-construction of knowledge between professionals and researchers

Practice 35: UdG Board of Trustees

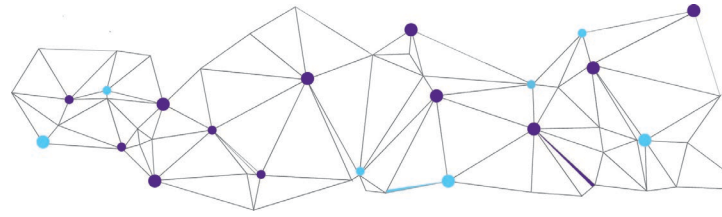
Practice 54: Development of an anti-tumoural drug delivery system to ovarian cancer cells based on eukaryotic mechanisms

Practice 61: Citizen science: Live the stream!

Practice 62: Board of the Universitat de Girona Polytechnic School

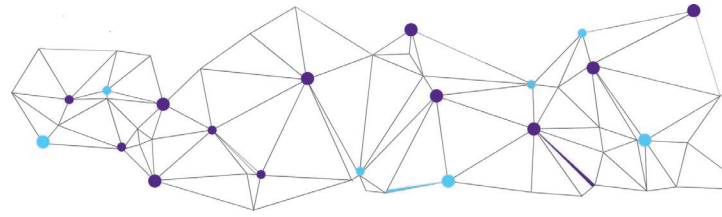
Estimate of achieved level (1-5)

3-4



Sub-dimension II.2. The university carries out collaborative/participatory research in cooperation with the university's external communities.

Levels of engagement	
Collaborative/participatory research projects at the university...	
Level 1	... actively include community stakeholders in the process of data collection.
Level 2	
Level 3	... actively include community stakeholders' views relating to the interpretation of research results and implications for policy and/or for the community.
Level 4	
Level 5	... result in co-creation with community stakeholders (joint defining of research agenda, joint implementation and interpretation).
Achieved level and conclusions (300 words per sub-dimension)	
<p>One example of this subdimension is project for the mathematical modelling of the <i>castells</i> [human towers] (Practice 17). This is a project stemming from a joint effort by the <i>Coordinadora de Colles Castelleres de Catalunya</i> [Coordinator for Human Tower Groups in Catalonia] and researchers (mathematicians and engineers, some of them belonging to human tower groups) from different universities in Catalonia and abroad. In this research, the mathematicians and scientists in other related areas work on applied problems with industrial or social relevance that are proposed by businesses, entities, technological groups, and research centres which have been previously contacted. They are thus a very good example of the academic world and society working together on applied problems. (We'd find ourselves on level 4 or 5).</p> <p>The Garrotxa social cohesion report (Practice 24) would be another example of a social cohesion round table being used to jointly build on different concepts to develop a participative study of the population and agents of a region and analyse the data on the poverty situation in Garrotxa. In this regard, we should also mention the experiences that apply the citizen science dimension in their scientific approaches and allow the community to have an active and participative role in the different work phases (Practice 61 - Viu la riera!).</p> <p>The clearest example may well be that drawn from the experiences in research-action for the co-construction of knowledge between professionals and researchers (Practice 33). The administrations, entities, and companies in which the professionals involved in the knowledge co-construction groups work facilitate the participation of the professionals in the group's activities and provide support in publishing the results and incorporating (to the extent possible) the learning and resources generated by the groups.</p> <p>We can also refer to the experience of the HEBE Project (Practice 58) on youth empowerment: www.projecteheber.com, which constitutes an advisory board made up of 10 institutions that are widely recognised for their work with youths and that meet regularly with the research team to monitor the work being done and provide guidance for some of the research processes. At the same time, this board also facilitates the understanding of youth issues by getting teenagers' perspectives and through the projects it carries out.</p> <p>Practice 17: Mathematical modelling of the castells [human towers]</p>	



Practice 24: Creating the Garrotxa social cohesion report	
Practice 33: Experiences in research-action for the co-construction of knowledge between professionals and researchers	
Practice 58: Consell Assessor del Projecte HEBE [Advisory Board for the HEBE Project]	
Practice 61: Citizen science: Live the stream!	
Estimate of achieved level (1-5)	3-4

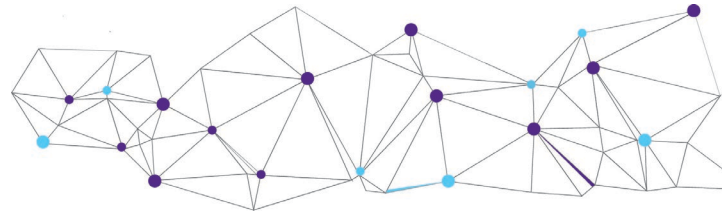
Synthesis: Community-engagement heatmap for Dimension II: Research

Characteristics of engagement	Heatmap level					Heatmap levels criteria
	Lowest level				Highest level	
Authenticity of engagement			X			<u>Lower</u> : superficial; no evidence yet of mutual benefits <u>Higher</u> : authentic; tangible benefits for communities
Societal needs addressed				X		<u>Lower</u> : needs of labour market and industry <u>Higher</u> : 'grand challenges' (e.g. climate), social justice
Communities engaged with				X		<u>Lower</u> : well-resourced partners (e.g. business) <u>Higher</u> : low-resourced partners (e.g. schools, NGOs)
Institutional spread		X				<u>Lower</u> : only at one or two university departments <u>Higher</u> : across the entire institution
Institutional sustainability		X				<u>Lower</u> : engagement through short-term projects <u>Higher</u> : engagement institutionalised, adequate funding

At the UdG, experiences have been detected that allow us to affirm that this university carries out **research focused on the needs of the community**. This is not only because in some cases there are **stable participation structures** with agents representing the community or because community entities are those that are in charge of the research work, but also because there are experiences in which **the people who have the need to be covered are taken into account** (children, teens, sick people, new arrivals, etc.) as expert agents who also guide the research work. Thus, the **level of attention to the social needs of the community is considered good**. This would be the best-evaluated aspect in this dimension, along with the ties with and commitment to the community, since the members with which the collaboration is established and the commitment is made are not necessarily those that have the most resources.

The authenticity of the commitment, we feel, is at an **intermediate level**. There are superficial experiences with little evidence of benefits, but we've also detected experiences with a high level of benefits that are tangible for the community.

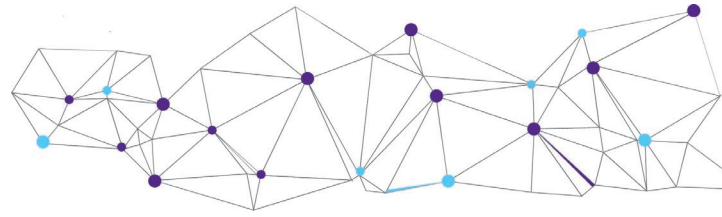
We would situate the diffusion and institutional sustainability at level 2. In many cases, these are experiences that, despite the benefits they provide the community, **go unnoticed inside and outside the university**. At the same time, they are initiatives promoted by the groups themselves **without much institutional structure**, and so their solidity and continuity are not ensured. These would be things to improve.



DIMENSION III. SERVICE AND KNOWLEDGE EXCHANGE

Sub-dimension III.1. University staff contribute to debates and initiatives that address societal needs of the university's external communities.

Levels of engagement	
University staff contribute to debates and initiatives that address societal needs of the university's external communities...	
Level 1	... through academic publications, public presentations and media articles.
Level 2	
Level 3	... through including community partners in university-led development projects (non-research) related to community-relevant issues.
Level 4	
Level 5	... through joint initiatives or advocacy with community groups, in which community groups are equal partners.
Achieved level and conclusions (300 words per sub-dimension)	
<p>UdG professionals contribute from various fields and using different strategies to meet the social needs of the communities outside the university. In this respect, we identify experiences that describe three areas from where specific social needs can be met.</p> <p>Professionals at the UdG contribute from various fields and using different strategies to satisfy the social needs of communities outside the university. In fact, the University of Girona has a notable number of professors and employees who have a strong presence on issues related to the territory and society, with community commitment. Most of the examples are individual cases, not teams. In general, these are people who are involved in the transfer and dissemination of a topic, or who are present in debates and the media, or who are highly prestigious experts and presence in the territory, or who hold political positions. Below, we identify experiences that describe three areas from where specific social needs can be met.</p> <p>The first has to do with the financing needs for an entity of reference in the third sector (NGOs), not just in Girona but also in all of Catalonia. The UdG is involved with and participates in the Fundació Ser.Gi Patronage Committee (Practice 2). It does so by providing knowledge on obtaining funds for companies and individuals, as well as guidance and contacts for this. This collaboration entails materialising a connection strategy between the university itself and the business world.</p> <p>The second is the educational sphere, through two experiences. The first, the Mirall Project (Practice 42), aims to increase educational expectations among public school students in a complex environment near Girona. Through the involvement of Psychology students, support actions and the establishment of positive role models can be carried out in order to break the glass ceiling that many immigrant students encounter when accessing the</p>	



university. The second we can find through the *Gabinet de Materials i de Recerca per la Matemàtica a l'Escola - GAMAR* [Materials and Research Centre for Mathematics in School] (Practice 43), a space for reflection and practice as regards the teaching of maths in schools during the pre-school, primary, and first part of secondary school years. Among other actions, it provides materials, resources, and educational guidance to active teachers and university students. It is a service within the Library, has its own specific staff, and has been formally recognised since it was granted legal status in 2004.

Finally, in the **area of culture**, the UdG participates in the *Associació Història Rural* [Rural History Association] (Practice 8), which foments studies on the rural history of the Girona region and the conservation of private patrimonial archives. Among other actions, the services of the UdG library are used in the promotion of a collection of publications, an open call for an award or secondary school-level research work, the issuance of a biannual newsletter, and carrying out field trips to get to know the region.

At the same time, UdG has a web tool called the Directory of Experts (Practice 63), <https://www.udg.edu/ca/investiga/udgdivulga/guia-dexpertes-i-experts>. It has **contacts for professionals at the university** who have an impact in the media and beyond.

Practice 2- Fundació Ser.Gi Patronage Committee

Practice 42 - *Projecte Mirall* [Mirror Project]

Practice 43- GAMAR (Office for Materials and Research in Schools Mathematics)

Practice 8- *Associació Història Rural* [Rural History Association]

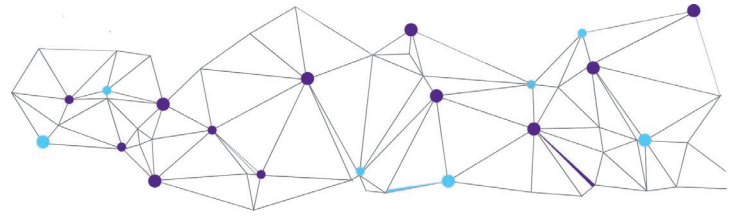
Practice 63- Directory of experts

Estimate of achieved level (1-5)	4
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Sub-dimension III.2. University staff provide their knowledge to support and/or build the capacity of the university's external communities.

Levels of engagement	
The university contributes to building the capacity of external community groups through ...	
Level 1	... occasionally including external community groups in joint projects (as partners).
Level 2	
Level 3	... regularly providing expertise to external community groups to resolve societal needs or issues that they are faced with.
Level 4	
Level 5	... continually supporting external community groups to develop their knowledge and skills and strengthen their ability to resolve challenges that they are faced with.
Achieved level and conclusions (300 words per sub-dimension)	
<p>Through the experiences analysed, we can conclude that the knowledge of UdG researchers and faculty members in the different fields meet the previously identified needs.</p> <p>As regards long-term impacts and participants, some of these experiences are quite robust. For example, the <i>Fira de la ciència</i> [Science fair] (Practice 5) is a science communication and awareness activity that uses experimental activities. It has been held for 14 years and more than 1000 students from schools in Girona participate in it. There is also the Rossinyol mentorship project (Practice 7), through which university students act as mentors for children coming from foreign countries to enhance their process of social, cultural, linguistic, and educational inclusion. It is a reference project for all of Catalonia. This project has been running for 15 years and has a large number of volunteers every year. Besides this, the <i>Taula de Cogestió Marítima del Litoral del Baix Empordà</i> (TCMLBE) [Roundtable for Maritime Congestion along the Coast of Baix Empordà] (Practice 6) contributes to improving the maritime ecosystem through the participation of different members and experts. It is backed by the Generalitat of Catalonia and participants include public administrations, over 80 entities, and the scientific community. Its objectives revolve around the conservation and improvement of the natural and cultural heritage and preserving the landscapes. It fosters actions aiming to improve knowledge on the coastal area of Baix Empordà.</p> <p>As regards making connections, the UdG contributes through the Fundació Ser.Gi Patronage Committee (Practice 2) to the connection between the business world and the tertiary sector. At the same time, as something more local through the <i>Menja't Sant Narcís</i> [Eat Local Sant Narcís] project (Practice 11), the UdG provides technical guidance for the residents of this neighbourhood to develop urban agriculture within the city.</p> <p>Lastly, in the realm of teaching, we have two initiatives. Firstly, the UdG participates with financing from the ONCE Foundation with its Social and Work Inclusion Basic Skills Specialisation Diploma (Practice 30). It is a course geared towards young people of up to 30 years of age with an intellectual disability who are registered with the Youth Guarantee System. This specialisation diploma is of a hybrid or mixed nature; the teaching is distributed 50/50 between inclusive activities (developed in collaboration with students from different Bachelor's degrees at the Faculty of Education and Psychology) and specific activities (which will be carried out individually or in groups only by the programme participants). Secondly, the UdG offers the elective subject Social Expertise and Transformation (Practice 32). It is part of the Bachelor's degree in Social Education studies</p>	



and is envisioned as a space for analysis, reflection, and shared creation between students and people who are experts thanks to their experience as users of the different services and projects where social educators work. The objective is to break down barriers, exchange knowledge, and foment dialogue between future professionals and the users of services to bridge gaps and share power.

Practice 2- Fundació Ser.Gi Patronage Committee

Practice 5- Science fair

Practice 6- Baix Empordà Coastal Maritime Co-Management Board (TCMLBE) (example of patronage participation)

Practice 7- Rossinyol Project: mentoring for an inclusive society [Nightingale Project]

Practice 11- *Menja't Sant Narcís* [Eat Local Sant Narcís]

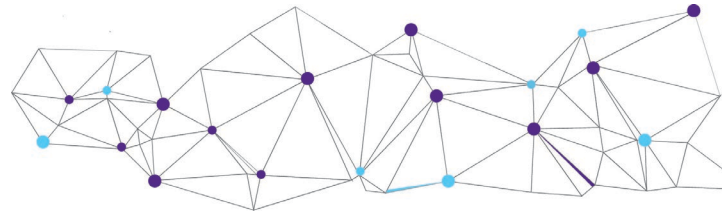
Practice 30: ONCE

Practice 32- Social Expertise and Transformation subject. Bachelor's Degree in Social Education

Practice 64: European Research Night

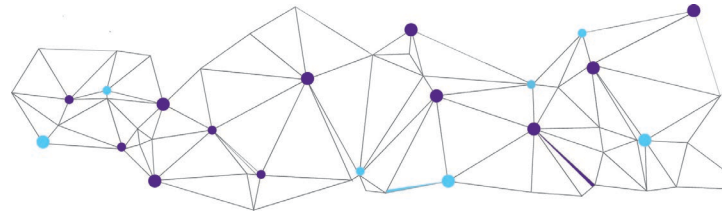
Estimate of achieved level (1-5)

5



Sub-dimension III.3. University staff community-engagement activities have resulted in demonstrable benefits for the university's external communities

Levels of engagement	
The ways in which external communities benefit from service and knowledge exchange activities are ...	
Level 1	... assumed, but not explicitly evaluated (quantitatively or qualitatively).
Level 2	
Level 3	... acknowledged through positive feedback from community stakeholders.
Level 4	
Level 5	... proven through tangible changes and improvements to public policy and/or to the communities involved.
Achieved level and conclusions (300 words per sub-dimension)	
<p>The participation of researchers, faculty members, and students from the UdG creates direct and easily visible benefits in the external communities linked to the university activity. We collect evidence from two areas: applied projects and the UdG chairs.</p> <p>As for the first area, and as an example of an applied project, we have the Writing and Audiovisual Language Project (Practice 9), which takes place within a Bachelor's degree subject. In this course, students will create digital content for real clients. In particular, the students create digital audiovisual content for 45 real small businesses. The UdG's Legal Service and Publishing Service are also actively involved. The students record podcasts, spots, and mini-videos, and the impact and evaluations are positive. Proof of this is that we get new businesses contacting us to participate in this programme and some students are hired after participating. The UdG is also a member of the SAI LGTBI network (Practice 31), a space which aims to raise awareness and inform people and entities about diversity in sexual orientation and gender identity in order to prevent LGBT-phobia. Specifically, they carry out actions that raise awareness, provide training, and provide guidance during formalities.</p> <p>As for the second area, the 39 institutional chairs within the Universitat de Girona (Practice 1) backed a total of 549 activities in 2019 (425 in 2020 due to the pandemic). These were very diverse in nature and distributed throughout the region of Catalonia. Specifically, the chairs are structural unit of the Universitat de Girona and they are created based on a stable collaboration agreement with an institution, association, or company. The nearly forty active chairs focus on a particular field of study and foster research, dissemination of knowledge, and communication. In practice, they entail a valuable instrument to establish permanent, fruitful links between the University and the economic and social agents in the region. In addition, the UdG recognises the chairs as a structural unit of the institution itself (as are the departments, faculties, or institutes) and co-finances them annually.</p> <p>Practice 1- Chairs Practice 9- Writing and Audiovisual Language Project Practice 31- Member of the network SAI LGTBI</p>	
Estimate of achieved level (1-5)	4



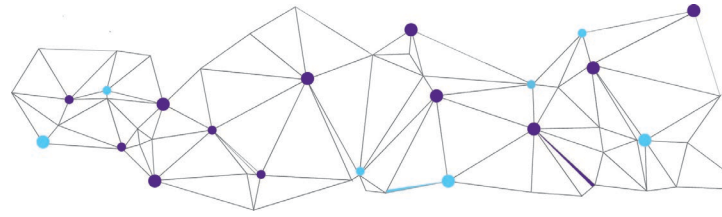
Synthesis: Community-engagement heatmap for Dimension III: Service and knowledge exchange

Characteristics of engagement	Heatmap level					Heatmap levels criteria
	Lowest level				Highest level	
Authenticity of engagement				X		<u>Lower</u> : superficial; no evidence yet of mutual benefits <u>Higher</u> : authentic; tangible benefits for communities
Societal needs addressed					X	<u>Lower</u> : needs of labour market and industry <u>Higher</u> : 'grand challenges' (e.g. climate), social justice
Communities engaged with			X			<u>Lower</u> : well-resourced partners (e.g. business) <u>Higher</u> : low-resourced partners (e.g. schools, NGOs)
Institutional spread			X			<u>Lower</u> : only at one or two university departments <u>Higher</u> : across the entire institution
Institutional sustainability				X		<u>Lower</u> : engagement through short-term projects <u>Higher</u> : engagement institutionalised, adequate funding

Among the experiences analysed in this area, two types coexist, those who **show evidence** related to their mutual benefits and those that **do not**. As regards the former, the benefits are related to intangible questions (for example, educational expectations or raising awareness on sexual diversity). As for the latter, we can quantify, among other things, the impact of mentorship, actions to protect the environment or to transfer scientific and technological knowledge from the university's research groups, and the impact that this has within the university community on secondary students in the region. For these reasons, we consider that its **authenticity** can be situated at a **high intermediate level**.

The group of experiences tackles **challenges related to social justice**, the tertiary sector, **global educational issues** recognised by the Sustainable Development Goals, or **worldwide** challenges such as environmental education and the social economy. In addition, the members that the UdG works with, barring a few exceptions (public administrations), **usually don't have a large amount of their own resources**.

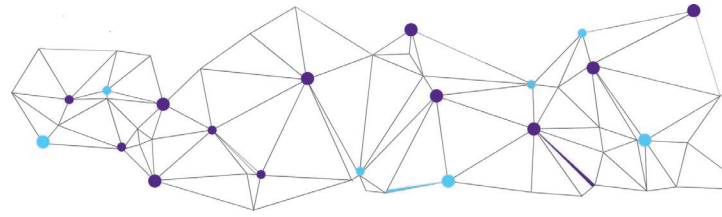
In most situations, the involvement of UdG is **through a single department**. However, the chairs work in numerous and diverse areas of action. Together with them and a few other experiences, the **university's institutional participation is continuous and permanent**, with stable financing. For this reason, in this area we consider the participation and sustainability to be at a high intermediate level.



DIMENSION IV. STUDENTS

Sub-dimension IV.1. Students deliver community-engagement activities independently through student organisations or initiatives.

Levels of engagement	
Students deliver community-engagement activities through...	
Level 1	... awareness-raising campaigns to address community needs.
Level 2	
Level 3	... organising direct assistance to community groups in need (e.g. fundraising; organising charitable events; volunteering in schools).
Level 4	
Level 5	... partnerships with community groups to jointly address problems in the community.
Achieved level and conclusions (300 words per sub-dimension)	
<p>The most relevant initiative or experience, in this sense, is the way students associate through the UdG's student associations (Practice 37). There are currently 26 associations that are coordinated through the Student Council. These associations foster all kinds of activities in which members of the university community and non-university individuals alike participate. It is thus a source of contacts and relationships that goes beyond the university space and structure.</p> <p>The relevant specific experiences can be situated on another level. The UdG Education Week (Practice 19) is a good example that illustrates some of the initiatives that the students themselves promote and organise. In this case, through the <i>Assemblea d'Estudiants de Mestre</i> (ASEM), they organise 4-day conferences and workshops to cover issues related to education. This programme is open to the public (FEP students, active teachers, parents, and other interested parties). The UdG assumes the cost of the project and provides the spaces for the activities to take place. The student who participate will have some training credits on their academic record. A similar model is that which is applied to other initiatives, supported by students, which are open or entail collaboration from the community: the Social Work Campus, Social Education Campus, Psychology Week, and the Educational Conversations put on by the Education Sciences Bachelor's degree. At the Polytechnic School, there is also an important initiative backed by students, dating back 19 years. This is the <i>Fòrum Industrial de la EPS</i> [EPS Industrial Forum] (Practice 74).</p> <p>It is worth mentioning that the same Student council, on its own initiative, has established a prize for the best initiative for university involvement, fomenting culture, community cohesion, and student representation:</p>	



MÈRIT prize (Practice 55) In this case, it is a good example of initiatives that strengthen the university community and its image to the outside world.

It is known that the UdG has multiple student initiatives, but most of them are actions that **target mostly the university community** and have little effect on the community at large.

Practice 19: UdG Education Week

Practice 37: UdG student associations

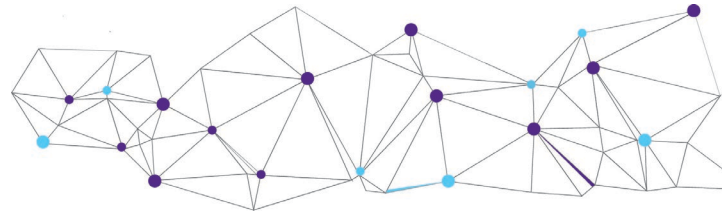
Practice 55: *Premi de menció estudiantil al reconeixement per la implicació transversal (MÈRIT)* [MERIT student prize for cross-disciplinary involvement]

Practice 74: *Fòrum Industrial de la EPS* [EPS Industrial Forum]

Estimate of achieved level (1-5)	2-3
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Sub-dimension IV.2. The university facilitates and supports partnerships between students and external communities

Levels of engagement	
The university facilitates and supports partnerships between community groups and students ...	
Level 1	... by providing information on extra-curricular activities to address community needs.
Level 2	
Level 3	... by supporting students in organising extra-curricular activities for community engagement.
Level 4	
Level 5	... by jointly designing extra-curricular opportunities to support students' community engagement.
Achieved level and conclusions (300 words per sub-dimension)	
<p>The most representative project for this dimension is the Projecte Rossinyol (Practice 7). It has been ongoing for more than 15 years and more than 14 city councils are involved in it. This is a mentorship project in which University students guide immigrant children so that they get to know the different spaces of the city, leisure settings, and cultural production areas, etc. The aim of the project is to favour their social, cultural, and linguistic integration and their personal and educational development. This project also favours education and raising awareness among students as regards cultural diversity and social inclusion. To make mentorship possible, various educational centres have gotten involved (mostly management and welcoming classrooms at primary and secondary levels) with the selection of boys and girls, along with the participating city councils (education technicians/social action) in the towns, in order to organise the project network, along with technical support, the coordinator, and the director of the project (UdG team). The project, through the university, gives City Councils available students who are usually residents in the local community and meet the needs of newly arrived children, establishing relationship that would otherwise not exist. The Universitat de Girona earmarks an annual budget of €36,000 for this, and allows the director and the coordinator of the project to have a lesser</p>	



teaching load so they can have the time necessary for the project. The Department of Cooperation and Volunteering is in charge of academic recognition for students who volunteer and the Department of Education provides space and materials so that Technical Support can work (office).

Another experience similar to Projecte Rossinyol is what a group of Psychology students do through **Projecte Mirall** (Practice 42). They provide guidance for secondary school students, becoming **role models for a possible professional career involving university studies**. In short, it intends to break through the glass ceiling that many immigrant students encounter, as they face a lack of expectations for them to pursue university studies.

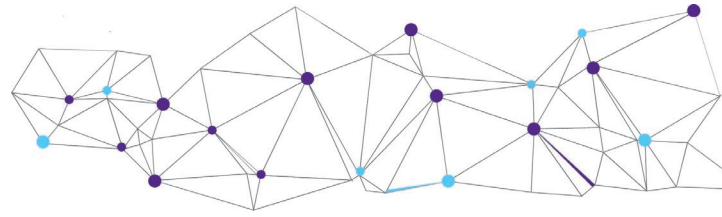
The UdG has a way to obtain credits, called credit recognition, in which a small number of credits can be completed in exchange for hours of **training in experiences or practical classes in social commitment as a volunteer or participant in certain services**. This is the case of the entity *Salsa Jove*, which takes on UdG students to participate in children's and youth leisure activities in the summer, provide inclusive support, and help out during Christmas activities. It is one example of the **many activities that UdG students carry out through the UdG's Office for Volunteering** (Practice 12). This office aims to influence the development of cross-cutting skills and competencies among students which promote their comprehensive development and contribute to their education as socially active and responsible citizens. Through this programme, the university makes a commitment to and gets involved with the region and contributes to fostering solidarity, equality, and social justice. The Department of Social Commitment backs this initiative. Students participate in solidarity-based activities in collaboration with both regional and international entities and institutions to work locally on everything learned during the training courses organised by the same department.

Practice 7: Projecte Rossinyol [Nightingale Project]

Practice 12: Volunteering at the UdG

Practice 42: Projecte Mirall [Mirror Project]

Estimate of achieved level (1-5)	3
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Synthesis: Community-engagement heatmap for Dimension IV: Students

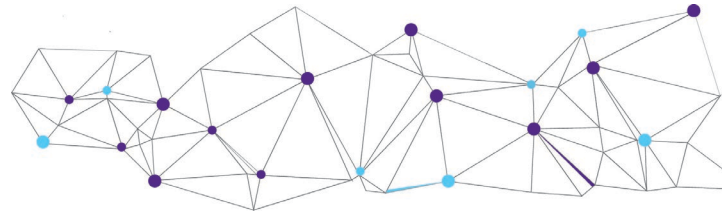
Characteristics of engagement	Heatmap level					Heatmap levels criteria
	Lowest level				Highest level	
Authenticity of engagement				X		Lower: superficial; no evidence yet of mutual benefits Higher: authentic; tangible benefits for communities
Societal needs addressed			X			Lower: needs of labour market and industry Higher: 'grand challenges' (e.g. climate), social justice
Communities engaged with			X			Lower: well-resourced partners (e.g. business) Higher: low-resourced partners (e.g. schools, NGOs)
Institutional spread					X	Lower: only at one or two university departments Higher: across the entire institution
Institutional sustainability				X		Lower: engagement through short-term projects Higher: engagement institutionalised, adequate funding
<p>The results of the activities that the students carry out as part of the UdG's social commitment has, at times, achieved tangible results. This would be the case, for example, of Projecte Rossinyol, or the volunteer activities that form part. In this sense, there are significant experiences, even if these cannot be generalised. Even so, this allows us to evaluate the level of authenticity of the commitment as being high. The same evaluation can be made for the social needs met, since the main projects address the social challenges related to social justice and education.</p> <p>The majority stakeholders are public government entities at the municipal or regional level. On other occasions, they are entities in the tertiary sector. Thus, the evaluation in this respect is intermediate.</p> <p>The institutional dissemination of these actions and projects is evaluated very positively. The existence of a vicerectorate focused on this topic and the substantial structure and media that provide information through the website and different social networks ensure a high level of diffusion throughout the institution.</p> <p>The sustainability of these actions is not equal. The great projects detected have solid and sustainable structures, with an institutional commitment and financing that guarantees their continuity. Besides these initiatives, the other actions and experiences detected (most of them led by students) do not have such a consolidated trajectory.</p>						



DIMENSION V. UNIVERSITY MANAGEMENT (PARTNERSHIPS AND OPENNESS)

Sub-dimension V.1. The university has a track record of mutually-beneficial partnerships with its external communities.

Levels of engagement	
The university has partnerships with external stakeholders through	
Level 1	... occasionally providing resources to community groups in need and through short-term collaborations relating to community needs.
Level 2	
Level 3	... agreements on continual areas of cooperation relating to community needs.
Level 4	
Level 5	... inclusion of community groups on university bodies that make key decisions about community engagement activities (steering groups, committees, etc).
Achieved level and conclusions (300 words per sub-dimension)	
<p>Over its almost 30 years of existence (and even before), the Universitat de Girona has developed a diverse network of mutually beneficial partnerships with different players, mostly in the region of Girona. The formats, scope, and subject area for the partnerships are very diverse, as are the levels of impact in terms of the community and region. We can clearly distinguish those having to do with social and environmental commitment, those dealing with culture and heritage, and those that are more related to economic matters or local development.</p> <p>In the first case, the multiple volunteering actions (courses, students days, agreements, material donations, charitable housing, etc.) stand out. Through these, the university contributes to fostering solidarity, equality, and social justice. These actions take wing through a hundred active agreements with entities in the region: NGOs, administrations, foundations, and others. In this area the Ecosolidarity Garden is also worth mentioning. This is a project that promotes social insertion through ecological agriculture, in collaboration with the Girona City Council and the Ramon Noguera Foundation (for intellectual disability). There is also the UdG Bicycle Loaning Service, which works in collaboration with the Girona City Council and Càritas Diocesana and is a project aiming to re-use bicycles in the environmental, social, and economic dimension.</p> <p>In the second case, the network of UdG chairs is of particular importance. There are currently 39 and they are developed and managed jointly by the University and (at least) one external entity, such as a city council or foundation. A University chair is a body of the University (just like a Department or Faculty). Chairs have complete competences on their budget and activities. The UdG chair partnerships are long term and structural, not short-term or conjunctural. For example, the oldest chair of the university is 30 years old, the same age as UdG. Of all the topics they cover, the most common are those that explore a cultural or patrimonial dimension in conjunction with actors in the region (literary, historic, or natural heritage, thinking,</p>	



creation, etc.). The activities that they organise throughout the region (seminars, courses, expositions, guided visits, etc.) number more than 500 annually, with close to 50,000 total participants.

In the third dimension, we find important partnerships between the university and economic agents in the region, both public ones (city council, provincial council) and private ones (companies or private associations). We'd like to highlight the recently created **Girona, Region of Knowledge Foundation**, which finances projects like the Sectoral Campuses, the UdG Chairs, the *Patronat EPS* which brings together numerous tech companies and invigorates research and teaching, and finally the **chairs** that focus more on **transferring knowledge to companies**. In the case of the Girona, Region of Knowledge Foundation community groups are included, the external institutions that are part of this organism have the same right and vote as the UdG, namely the Girona municipality, the Chamber of commerce, the Regional government, and the social council of UdG.

Practice 1- UdG Chairs

Practice 12- Volunteering (local +100 agreements + international)

Practice 28 a & b Ecosolidarity Garden (UdG + Social services at the Girona City Council + Fundació RN) and other circular economy actions (clothes and bicycles)

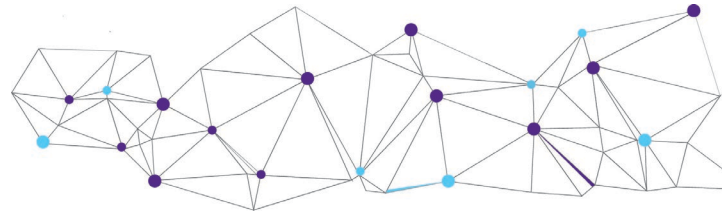
Practice 62- Patronat EPS [EPS Board]

Practice 36- Fundació Girona Regió del Coneixement [Girona, Region of Knowledge Foundation]

Estimate of achieved level (1-5)	5
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Sub-dimension V.2. The university makes learning and research resources accessible to its external communities.

Levels of engagement	
The university makes learning and research resources open and accessible to its external communities...	
Level 1	... by making educational materials open to the public via downloads and videos and by allowing open access to selected research.
Level 2	
Level 3	... by organising regular public events targeting the university's external communities (e.g. science festivals).
Level 4	
Level 5	... and can demonstrate that external communities make regular use of the university's educational/research resources.



Achieved level and conclusions (300 words per sub-dimension)

There are resources that the university generates that are clearly for external use, meaning they've been created to provide research or teaching services to meet the needs of agents in the region. We also find some that are tailored to both internal and external use. Both cases have a place in this dimension and are described according to whether they are geared more towards teaching or research activities.

In **teaching**, we find **research structures that are undoubtedly geared towards external service**. One example is **GAMAR**, a research structure focused on facilitating a large variety of hands-on materials, educational guidance, and resources to work on maths in classrooms for teachers and schools. There are also **multiple initiatives geared towards secondary and primary schools** (Olympics, Pre-Bat Campus, Young research campus, summer magic and science campus, submarine robotics workshops, "Cracs", prizes for research work from the Board of Trustees, support sessions for research work, Lego League, "Girobotics", techno-challenge, little great scientists science fair) in which the university provides resources and often the expertise of its researchers to external agents.

In the **research** area, we especially find the **Sectoral Campuses**, which are **relational platforms for collaboration between different structural units, research groups, and UdG agents** whose main objective is to facilitate the relationship between companies/institutions in the socioeconomic sector and the University. This is based on mutual exchange of knowledge and fostering and maintaining a continuous relationship through personalised and unique dialogue with the Universitat de Girona. In addition, the **Patronat EPS** described before has some similar functions, meaning making the resources and knowledge of the University available to companies. Lastly, another example is the **Technical Research Services (STR)** at the UdG, the university's general scientific/technical services. These were created to provide service for different research groups and public or private companies that belong to the industrial fabric of the area.

Practice 64- Research nights/research communication

Practice 34- Campus Sectors

Practice 62- Patronat EPS [EPS Board]

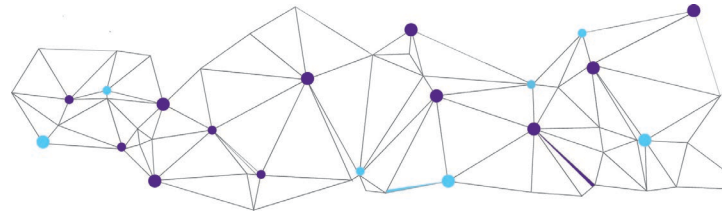
Practice 53- Technical Research Services

Practice 43- GAMAR

Practice 25- Initiatives for the Secondary School: Olympics, Pre-Bat Campus, Young research campus, summer magic and science campus, submarine robotics workshops, "Cracs", prizes for research work from the Board of Trustees, support sessions for research work, Lego League. Primary School stage: "Girobotics", techno-challenge, little great scientists science fair

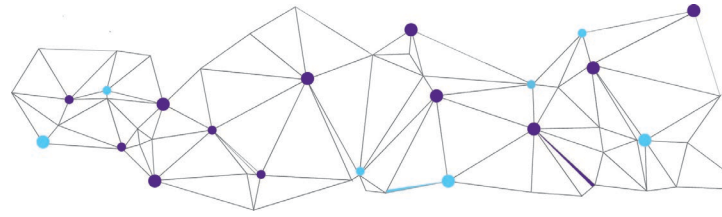
Estimate of achieved level (1-5)

4



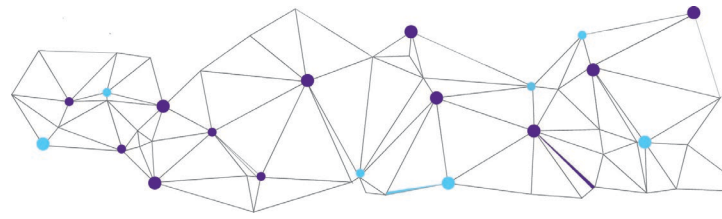
Sub-dimension V.3. The university has facilities and services that are jointly-managed and/or accessible to its external communities.

Levels of engagement	
The university has facilities and services that are	
Level 1	... accessible to the public, but rarely used by the non-university community.
Level 2	
Level 3	... accessible to the public, widely promoted and regularly used by community.
Level 4	
Level 5	... jointly-owned, shared, managed with relevant community groups and are regularly used by community-
Achieved level and conclusions (300 words per sub-dimension)	
<p>The Universitat de Girona is clearly urban and is located in a city that can be described as a university city due to its dimensions, both as regards the city's population and the University students. The different campuses are within the city and make up part of its urban landscape. This means that the University's facilities are well within the reach of the citizens, making their integration and use of its services and equipment much easier. The examples in this area are very diverse:</p> <ul style="list-style-type: none"> -The sports facilities located on the Montilivi campus, used by students, are also available for use by some of the city residents -The emblematic spaces of certain Faculties (auditoriums, classrooms, cloister, main hall, etc.) are often made available to companies or institutions so they can hold events and activities -The different libraries (especially those of Montilivi or Barri Vell) or library services such as <i>Cartoteca</i>, are spaces often utilised by users that are not university students to read, study, obtain information, etc. -The open spaces on campus are not closed to the population and are used for walks and recreation throughout the day (itineraries) -The parties, celebrations, and concerts organised by the University in the spaces on campus are also open to the general public. <p>Practice 31- Member of the network SAI LGTBI of Catalonia</p> <p>Practice 49- UdG spaces (sports, spaces for hire)</p> <p>Practice 15- Services of the UdG Library for the professional associations and entities in the region</p>	
Estimate of achieved level (1-5)	2



Synthesis: Community-engagement heatmap for Dimension V: University management (partnerships and openness)

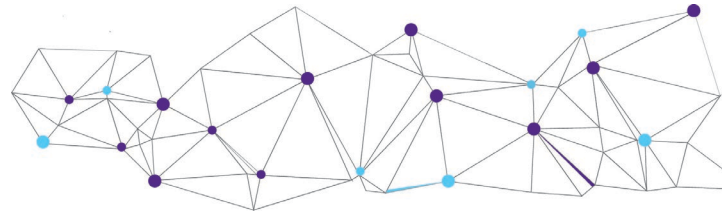
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Communities engaged with			X			Lower: well-resourced partners (e.g. business) Higher: low-resourced partners (e.g. schools, NGOs)
Institutional spread					X	Lower: only at one or two university departments Higher: across the entire institution
Institutional sustainability				X		Lower: engagement through short-term projects Higher: engagement institutionalised, adequate funding
<p>We can consider forging links between the University and institutions and other actors in the region of Girona to be one of the baseline characteristics of the Universitat de Girona (often considered "regional" University in comparison to other Catalan universities in big cities). This has fostered, from its creation, the openness of the UdG to actors in a very culturally, socially, and economically dynamic region, made up of small and medium cities, county, provincial, and municipal institutions, dynamic companies, associations, foundations, etc. The University has adapted different partnership structures to organise its collaborations with the different actors in accordance with the objectives and territorial scope, such as project collaboration agreements, university chairs, boards, and foundations. In many cases, these collaborations have led to structures that are stable over the long-term.</p> <p>The social needs that the university's actions and policies address are of a varied nature, but the main focus is on actions that foster innovation and the economic development of the different sectors in the region of Girona, such as industry, tourism, technology, etc. A second focus is on activities that are cultural and educational in nature, such as literature, art, history, and archaeology. Lastly, the activities addressing great social needs, such as social cohesion or the responsibility of businesses, would occupy the third place. The fields of activity are very diverse and there are specialities that allow for and entail a high level of cross-cutting participation from the entire university institution.</p> <p>The partnerships that are created for these purposes are usually made up of principally of institutions or businesses that provide co-financing along with the UdG for all of these actions. While it is less common, some of the partnerships and associations that are created are done in a way that the University must bear most of or all of the financing for the external social activities due to the limited budget of the institution itself. However, it is worth mentioning that the UdG earmarks, for example, 0.7% of its total budget (as part of a governance agreement) to social commitment activities.</p>						



DIMENSION VI. UNIVERSITY MANAGEMENT (POLICIES AND SUPPORT STRUCTURES)

Sub-dimension VI.1. The university provides support and/or incentives for community-engagement achievements by its staff, students and external communities.

Levels of engagement	
The university provides support and/or incentives for community engagement ...	
Level 1	... through occasional statements relating to the relevance of community engagement to the societal needs of universities' external communities.
Level 2	
Level 3	... regular and/or structured efforts to increase the visibility of achievements of the university's community engagement (via web sites, social media and/or through a dedicated office/body).
Level 4	
Level 5	... by providing formal recognition/awards for community engagement and/or through high-profile conferences or media promotion.
Achieved level and conclusions (300 words per sub-dimension)	
<p>UdG is a university that is aware that its actions and effects go beyond the four years that a student's Bachelor's degree lasts. This affirmation serves for both the educational content (so that students have a more cross-cutting and citizenship-focused education, beyond just obtaining a diploma) and the length of the bond with the institution. Thus, there are three files that show this intention in specific lines of action:</p> <p>For students: volunteering (Practice 12) and university for people over 50 (Practice 39).</p> <p>Through Volunteering the UdG aims to influence the development of cross-cutting skills and competencies among students which promote their comprehensive development and contribute to their education as socially active and responsible citizens. This enables the university to be perceived as an ethically and socially committed to and involved with the region, thanks to its contribution to solidarity, fairness and social justice. Volunteering is a activity that is recognised with academic recognition credits, through a training system and hours of solidarity activities in a specific entity or project. There are around one hundred agreements with entities in the region, offering volunteer places in 25-hour projects. Twenty courses on related topics (social commitment) that are 25 hours each are also offered. Therefore, a student receives specific training on a social commitment issue (inclusion, gender, sustainability, racism, mental health, etc.) and then carries out 25 hours of volunteering on that topic, receiving an academic recognition of 2 ECTS credits. This model was inspired by ApS and is evaluated from many perspectives, by the entity through which the action was carried out, the services offered, and by the student. Each year a volunteer report is put on the website and shared widely across social networks. For nine years running, the UdG is the Spanish university with the most charitable activities and with the most volunteers in relative numbers, according to the annual study carried out by the Fundación Mutua Madrileña.</p> <p>The UdG's Josep Torrellas University Education Programme for people over the age of 50 is a clear example of opening the university to its community and fomenting lifelong learning. Since the 2005-2006 academic year,</p>	



people over 50 have been able to register for a long list of subjects that the different teaching centres offer and **share space** with the younger students. It is a programme that places value on **intergenerational contact** and allows people who have already passed a good chunk of their professional life or are retired to have a **university experience** and continue learning.

For **graduates and/or retired workers**: Alumni and the *Consell d'Amics i Amigues Seguint Fent UdG (CASFU)* [We are Still UdG Council of Friends] (Practice 38).

Over the past few years (2018 for Alumni and 2020 for CASFU), the links between these two groups have been institutionally formalised through these structures. On the one hand, there is the UdG Alumni group. In the charter of the University, the creation of a **council that relates alumni with the institution** is provided for. UdG Alumni was thus unveiled as a university service that is beneficial for both the university and its graduates. Among its objectives are: To **foster the professional and work-related values** in a collaborative environment, to **favour employment opportunities** for graduates, to facilitate services to people who have graduated, for example **continuing education**, guidance and employability, among others.

This same article in the UdG statutes led to the creation of CASFU, which is a structure that brings together all of the **retired UdG employees** who wish to take part in it. The goal of CASFU is to use value the expertise of the retired staff and engage with the University and other entities. On the one hand, this council has an annual budget (partially funded by the Diputació de Girona) to organise various activities and courses, on its own initiative and in collaboration with other entities that take place across the city. On the other, it serves as an example of values for younger people at the university, whether professors or service personnel, because it provides **guidance, expertise, and experience**.

These examples allow the dimension to be situated between levels 4 and 5.

Practice 12: UdG Volunteering

Practice 39: University training program for people over 50 years of age

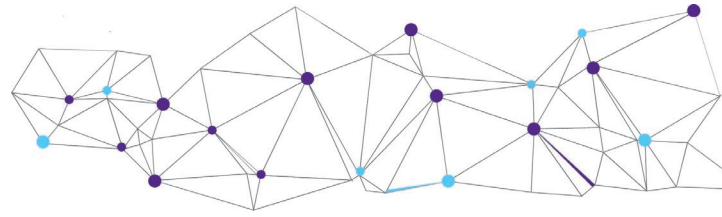
Practice 38: Alumni I CASFU

Estimate of achieved level (1-5)

4

Sub-dimension VI.2. The university has a support structure (e.g. committee, office or staff) for embedding and coordinating community engagement activities at the university level.

Levels of engagement	
There is a university structure that addresses/ supports community engagement in the form of...	
Level 1	... a working group or advisory body that covers "university engagement" in its broadest sense (third mission, business engagement, civic role, etc.)
Level 2	
Level 3	... a university committee specifically focused on improving university-community engagement.
Level 4	



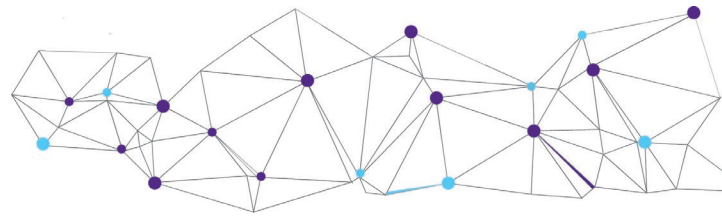
Level 5	... a high-level university body incorporating community partners to jointly oversee and plan community-engagement activities.
Achieved level and conclusions (300 words per sub-dimension)	
<p>In this subdimension, we will focus on two university services that are directly related to community commitment: the Department of Social Commitment (UCS) and the University Business Office (OUE). There are some other structures that we will not go into detail on here, as we prefer to mention them in section 6.4, in order to emphasise the mission of the structure itself more.</p> <p>The Department of Social Commitment (Practice 50) was formally created in 2017. This is a service with seven areas of action: volunteering, university collaboration for development, inclusion, gender equality, environmental sustainability, promoting health, and education for those over 50. This service is in charge of boosting, raising awareness within, and training the university community, especially students, in these areas. Its mission is making the university's social commitment in a cross-cutting manner. At the UdG, this social commitment is part of what we understand as a commitment to the community. Social commitment, in our context, includes all of those areas or questions related to different inequalities, especially unequal opportunities and those related to vulnerable populations. In its endeavours, the UCS represents a historical and permanent contact with entities and associations in the tertiary sector, and it is receptive to the needs of society,</p> <p>The University Business Office (Practice 29) is another service that mainly aims to help graduates transition from the university to society. It has many action lines, both for students who are finishing their studies and individuals who graduated some time ago (UdG Alumni). One such line is favouring labour insertion for students and university graduates professional guidance and putting on workshops to facilitate their incorporation into the job market and to stimulate entrepreneurship. Another is UdGOcupació, which consists of a labour exchange through which job offers are processed, putting companies in contact with students and graduates who are actively searching for work. Since the 2018-19 academic year, it also has available the Escola de Competències [Skills School]. UdGOcupació is also a service for companies. The job placement platform also handles offers of placements to do internships with companies, thus complementing the education of Universitat de Girona students.</p> <p>There are also specific programmes like "Consolidat" and "GInnova" for students who have already graduated. They are offered training and guidance services to help them be self-employed.</p> <p>Practice 50: Social Commitment Unit (UCS) Practice 29: University Business Office</p>	
Estimate of achieved level (1-5)	4



Sub-dimension VI.3. The university has staff development policies (e.g recruitment, tenure, promotion) that include community engagement as a criterion.¹

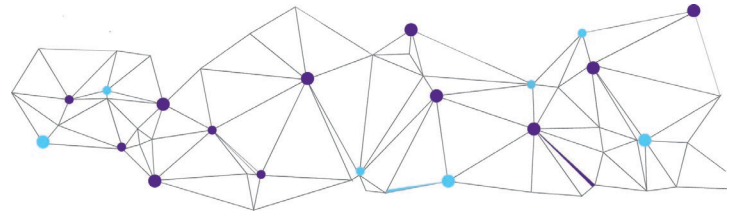
Levels of engagement	
University policies relating to recruitment, tenure and promotion...	
Level 1	... do not yet include evaluation criteria specifically related to community engagement.
Level 2	
Level 3	... does include evaluation criteria specifically related to community engagement, although not within the evaluation criteria relating to the categories research and teaching.
Level 4	
Level 5	... prioritise community engagement by providing additional weights for community-engagement achievements in recruitment and evaluation processes, including within research and teaching.
Achieved level and conclusions (300 words per sub-dimension)	
<p>In this subdimension, there are few initiatives. It's probably the university policy area which requires the most development in our context. This may be because the hiring, retaining, and promoting aspects have been closely linked with very specific academic and professional profiles that are not as open to more cross-disciplinary aspects such as a commitment to the community. Obeying labour laws and policies in general have possibly made this an area where not enough has been done to introduce university policies as a commitment to the community.</p> <p>However, there are some actions being carried out that do mesh well with this subdimension. For example, there's the mandatory training on gender equality for everyone hired by the university, which will be a reality within a few short months. There's also the Activities Plan for Faculty Research Personnel (FRP), which is currently being designed. This Plan (52) aims to make visible all of the faculty's activities: hours dedicated to teaching, to research, to administrative tasks, but also activities to transfer knowledge and those involving social and community commitment. This is because there are many activities that the faculty carries out that are not recognised either in the salary or credits, but that are indispensable for their tasks. These can be examples of continuing education that can be carried out at schools, or collaboration projects, or participation in foundations, among the many other possible activities. Making them visible is the first step to getting them recognised and this is an exercise in linking these actions (which have not been taken into consideration) with professional and academic work.</p> <p>Within this subdimension, it's also important to highlight an aspect that doesn't have anything to do with employees of the university, but rather with the students,. The fact that social commitment responsibilities, especially volunteering (Practice 12), entail credit recognition, means that this activity is visible on the students' academic record, appearing alongside the subjects the student completed during their studies. This means that this part of the comprehensive training as citizens is a calling card for people who have received their education at UdG, having used this to develop as professionals and as people, and of course they highly value this part of their training.</p> <p>Practice 52: Activities plan Practice 12: Volunteering</p>	
Estimate of achieved level (1-5)	2

¹ Assuming that the university is able to add complementary criteria to those that are set through national legislation.



Sub-dimension VI.4. The university has a mission, strategy, leadership and (funding) instruments that specifically promote community engagement.

Levels of engagement	
The university's mission, strategy and leadership ...	
Level 1	... indirectly support community engagement through a general reference to the university's role in addressing societal needs.
Level 2	
Level 3	... specifically emphasise the university role in addressing societal needs and serving the local community (without specifically mentioning community engagement).
Level 4	
Level 5	... explicitly prioritise community engagement as within its mission and have concrete engagement initiatives in place.
Achieved level and conclusions (300 words per sub-dimension)	
<p>Within this subdimension, we will mention some unique aspects of the university that may have been mentioned in subdimension 6.2 as structures, but in which we delve deeper in this section because they show the community and social commitment in many aspects of life at the UdG, some of which have been ongoing for many years.</p> <p>We will explore the Vice-Rector for Territory and Social Commitment (Practice 48), the Chairs (Practice s 1, 65, and 66), the Sectoral Campuses (Practice 34), the UdG 2030 Strategic Plan: the sum of intelligences (Practice 67), the Annual Cooperation for Development open call (Practice 13), the Board of Trustees' commissions (Practice 35), and the Relationship with the pre-university educational levels (Practice 25).</p> <p>Since 2018, at the UdG there has been, for the first time, a Vice-Rector for Territory (which can be translated into community commitment) and Social Commitment. This shows the political commitment of the institution to this dimension, taking first priority in its governance.</p> <p>Next, it will be necessary to mention two unique and important structures at the UdG that express its commitment to the community: the Chairs and the Sectoral Campuses. The UdG has 40 regional chairs distributed throughout the region. These are structures that arise from an agreement between an entity, foundation, or administrative office of the university, in order to communicate, research, or provide education on a particular topic. At the UdG, there are chairs in every area: health, business, literature, art, geography, gastronomy, education, history, technology, and more. These are the main tools through which the UdG makes its presence known in the region, beyond the university buildings. For example, to illustrate its impact, we can say that in 2019 it implemented more than 549 activities in the region, reaching an audience of approximately 50,000 people, generating more than 548 news pieces in traditional media and 285 digital press releases.</p> <p>The Sectoral Campuses are another unique structure of the UdG. These were created in collaboration with the Council, with the aid of European funds (FEDER 2014). These are relational platforms for the ten areas in which the UdG has research expertise, and these satisfy the needs and interests of the institutions in the</p>	



socioeconomic sector and reach the research groups at the university they may cater to. They are key pieces in the **revitalisation of the region through innovative sectoral ecosystems**. There are currently ten: Water, Tourism, Food and Gastronomy, Cultural and Corporate Communication, Composites, Health, Cultural and Natural Heritage, Social Cohesion and Commitment, Robotics, Innovation and Industrial Technology.

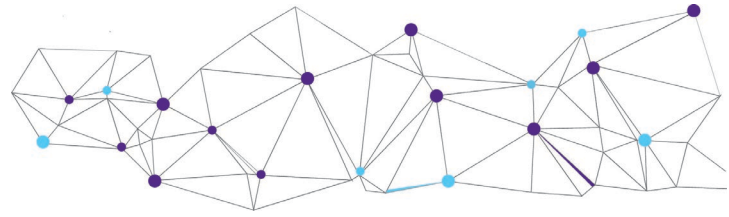
The **UdG2030 Strategic Plan: the sum of intelligences** was approved by the faculty in 2019 after a long **participative process**, which is also another key element of UdG's strategy. The idea is to make the university a sum of intelligences, which can be understood as a combination of artificial intelligence, natural intelligence, and collective intelligence, deployed across all the university: teaching, research, transfer of knowledge, social commitment, and regional leadership. Thus, the "sum" (meaning **collaboration, interaction, contact, relationships**) of all the levels, especially those of **entities, companies, and the citizens at large**, plays a very important role in the dynamics of the Universitat de Girona in the coming years, reinforcing and consolidating a way of working that is already present from the source. There are at least three strategic lines that are related more or less strongly to this commitment to the community: bringing sociocultural and socioeconomic innovation to the region, the sum of intelligences making a social impact, and making the University of the Sum of Intelligences widely known.

Another level of historical social commitment that is related with the UdG's budget is the Cooperation for Development open call, celebrated annually since 1996. In 2004, the UdG approved a framework agreement in which **0.7 of the income** from research, enrolment fees, and other incomes would be allocated to this open call and other solidarity activities. It is thus a historical commitment that comes from the university itself and nurtures its social commitment.

Within this subdimension, it is also fitting to comment on two commissions from the UdG's Board of Trustees that were created in 2018: the **Territory Commission**, comprised of several mayors in the region, and the **Secondary School Centres Commission**, made up of directors of secondary schools. These commissions foment **dialogue and contact with these two sectors** and allow the university to be flexible and adapt to changes and needs.

The Board of Trustees also offers **aid schemes** to establish links with society. For example, it has an open call for grants for **faculties, schools, departments, university research institutes, the Josep Pallach Institute of Education Sciences, and other research structures** at the Universitat de Girona to develop projects and activities within the framework of some of these actions: activities geared towards **secondary school students** to allow them to get to know the University and have a first contact with it, activities that **get society and research closer and foster the transfer** of university knowledge, activities that bring **society and university teaching** closer, and activities that facilitate **promoting the university on the labour market and making it more attractive**.

Within this collaboration framework with secondary school centres, we have added a long list of actions done from the UdG to have **contact with primary and secondary school centres**. Obviously, there's a part that handles promoting the university, but we have not included those that are only for promotion. In this



activities, the contact between pre-university levels and university spaces is fostered, with **research tasks**, and **training** on specific topics, among others, to show that the university is just another educational space that needs to be very connected to other students and educators from other levels.

Practice 48: Vice-Rector for Territory and Social Commitment

Practice 1: Chairs

Practice 65: Chair in Oceans and Human Health

Practice 34: Sectoral Campuses

Practice 13: Annual Cooperation for Development open call

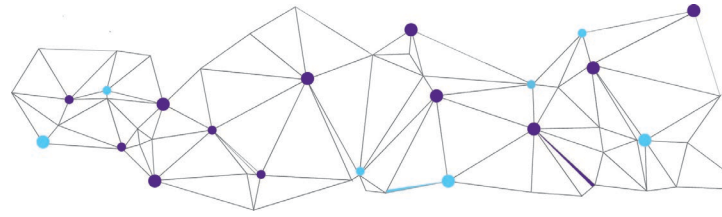
Practice 35: Board of Trustees commissions and grants

Practice 25: Relationship with the pre-university educational levels

Practice 67: The Sum of Intelligences Strategic Plan

Even though all of these subdimensions can be improved, in this case we believe the UdG could have a level 5.

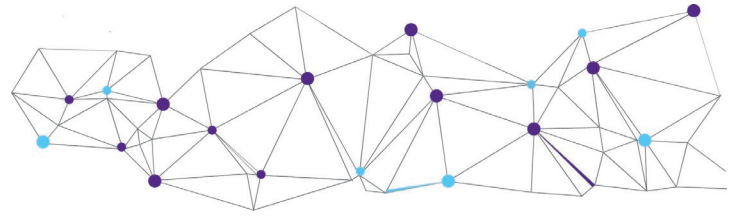
Estimate of achieved level (1-5)	5
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DIMENSION VII. SUPPORTIVE PEERS

Sub-dimension VII.1. The university has prominent academic staff members that have a strong track-record of community engagement and that advocate for its further advancement.

Levels of engagement	
Academic staff at the university play a prominent role in advocating and advancing community engagement and have a strong track-record of community engagement...	
Level 1	... in at least one university department.
Level 2	
Level 3	... at several university departments.
Level 4	
Level 5	... at most university departments.
Achieved level and conclusions	
<p>The Universitat de Girona has a notable number of professors and employees who have a strong presence in issues related to the territory and society, to the community engagement. Most examples are individual cases, not teams.</p> <p>The names and areas we are going to mention are based on the knowledge of the core team of SHEFCE, but also on consultations, for example with the University's Communication Service. This is not an exhaustive list, but a brainstorming list. In general, these are people who are involved in the transfer and dissemination of a subject, or who are present in debates and the media, or who are highly regarded experts and present in the territory, or who hold political posts. All the examples are living people:</p> <p>M.Antònia Canals is a personality in the country for her work in schools and in the continuous training of teachers in mathematics education.</p> <p>There is another research group that is very active in the dissemination of chemistry. On the one hand, Josep Duran has a youtube channel with many followers, and on the other hand, Miquel Duran and Sílvia Simon are organisers of many events for pre-university students and are also science and magic popularisers.</p> <p>Ramon Brugada is a well-known professor and cardiologist, with a presence in the media and networks.</p> <p>In the field of social sciences, Quim Brugué and Salomé Marqués are experts in the field of pedagogy and have been involved for many years in social debates and networking with many entities and administrations.</p> <p>In the field of Art and Literature, Xavier Antich and Margarida Casacuberta are UdG professors present in the media, monographic television programmes and social networks.</p> <p>In the field of Tourism, José Antonio Donaire is a reference and participates in general debates on Tourism and Society. Isabel Salamaña is another expert linked to the debate on geography, territorial planning and public spaces.</p> <p>In debates related to legal issues, Gemma Ubasart and Josep M. Aguirre are two professors who regularly appear in television and radio debates, and are very active in social networks. Alba Alfageme has the same presence as a psychologist and expert in gender equality issues.</p>	



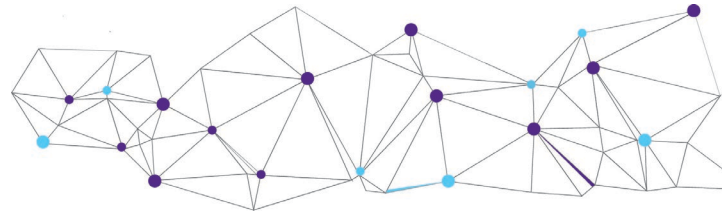
In the field of philosophy, Jose M. Terricabras was the founder of the first chair of the UdG. He is a member of the European Parliament and an influential person in the political and philosophical sphere. So is Joan Manuel del Pozo, current trustee of the university, professor of philosophy and minister to the Catalan government in the past. Ingrid Guardilola is a filmmaker, producer and cultural asagist.

Josep M. Fonalleras is a well-known writer in the country and is the head of the university's publications service. Meius Ferrés is the head of the UdG's communications service and very active in social networks.

From a political point of view, Quim Nadal is professor emeritus, but he is still present in university life. He has been mayor of Girona for 23 years, and minister of the Catalan government for 7 years.

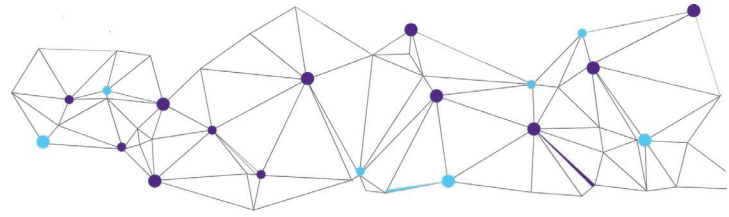
In the last legislature, M. Angela Vilallonga, a professor of Latin, was the Catalan government's minister for culture. In the new legislature, Gemma Geis, professor of Law, has just been proclaimed minister of research and universities of the Catalan government.

Estimate of achieved level (1-5)	4
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Sub-dimension VII.2. The university's academic staff areceptive of the idea of university-community engagement and of the value and rigour of community-based teaching and research.

Levels of engagement	
Academic staff both within and outside the unit(s) where community-engaged activities are organised ...	
Level 1	... have little understanding and/or express little support for community-based teaching or research.
Level 2	
Level 3	... express limited support for community-based teaching or research.
Level 4	
Level 5	... express strong support for community-based teaching or research and recognise the value and rigour of community-based teaching and research
Achieved level and conclusions	
<p>The members of the UdG community have internalised the idea that its university is closely linked to the territory. The teaching staff participate in events, organisations, boards of trustees, give lectures... In other words, they collaborate in the life of the city and the territory. But this presence and activity can sometimes be a voluntary and personal accessory to teaching and research activities. And they are probably not aware of the involvement they have in the community commitment, because they have always lived this relationship and continue to maintain it in a traditional way. Therefore, this form of udg's cultural organisation sometimes has a correlate in the teaching and research of these professors, but sometimes it does not. It may be that the same person who has this attitude as a member of a local or regional community does not engage in community engagement activities in his or her teaching and research. In this case, it should be mentioned that there is no evaluation of community engagement in the official evaluation agencies, and therefore, it is possible that a researcher or lecturer has a strong link with the field without it being evident in the basic activities of teaching and research. If there were an evaluation, or if there were more services or more recognition of community engagement by the university system and particularly by the UdG, this situation would probably not be so frequent.</p> <p>Apart from this situation, it must be said that the fact that Girona is the capital of one of the four provinces of Catalonia may imply that university academic staff have regularly held political posts in the city, the county, the province or the country. These are political posts or positions in different institutions and strategic areas of the community: ministers of the Catalan government, members of the Catalan Parliament or the Spanish Government, mayors, councillors, general managers, leaders of social movements, representatives of business forums... In addition, there is another group of teachers who have made a transfer or dissemination of various topics and who are very present in the media.</p>	
Estimate of achieved level (1-5)	3



Institutional heatmap of the Universitat de Girona

Dimensions of community engagement	Characteristics of community engagement				
	Authenticity	Social Needs	Communities	Spread	Sustainability
I. Teaching and learning	Dark Blue	Dark Blue	Dark Blue	Medium Blue	Light Blue
II. Research	Medium Blue	Dark Blue	Dark Blue	Light Blue	Light Blue
III. Service/knowledge exchange	Dark Blue	Dark Blue	Medium Blue	Medium Blue	Dark Blue
IV. Students	Dark Blue	Medium Blue	Medium Blue	Dark Blue	Dark Blue
V. Management (partnerships)	Dark Blue	Dark Blue	Medium Blue	Dark Blue	Dark Blue
VI. Management (policies)	Dark Blue	Black	Black	Black	Black
VII. Peer support	Dark Blue	Black	Black	Black	Black



4. SELF-REFLECTION

Based on the mapping report prepared above, a series of workshops and structured discussions were organised with stakeholders at the Universitat de Girona. The purpose of the discussions was to ascertain whether the mapping report captured the reality of community engagement at the University and to reflect upon both the achievements and the areas for improvement in terms of the University's community engagement.

The framework for the self-reflection was a so-called 'SLIPDOT analysis'. Developed by the TEFCE project, the SLIPDOT analysis follows the core structure of a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) but replaces the term 'Weaknesses' by two categories: 'Lower Intensity' and 'Potential for Development'. It also re-frames Opportunities and Threats as not only being external (as in a SWOT analysis), but also as encompassing elements that are *internal* to the university, but that are outside the control of community-engaged practitioners (meaning that they mostly refer to university management).

Areas of Strength	Areas of Lower Intensity	Areas with Potential for Development
<i>Areas where the university is doing particularly well in terms of community engagement.</i>	<i>Areas of community engagement that are not highly developed at the university (due to it not yet being a priority, due to limited capacity or other reasons).</i>	<i>Areas of community engagement that the university could realistically improve in the future.</i>
Opportunities		Threats
<u>Internal</u> : e.g. <i>Level of support among leadership and university staff</i>		<u>Internal</u> : e.g. <i>Obstacles in institutional policy; lack of support of university staff</i>
<u>External</u> : e.g. <i>Level of community support; in line with national policy; availability of funds and programmes</i>		<u>External</u> : <i>Low priority for external stakeholders and donors.</i>

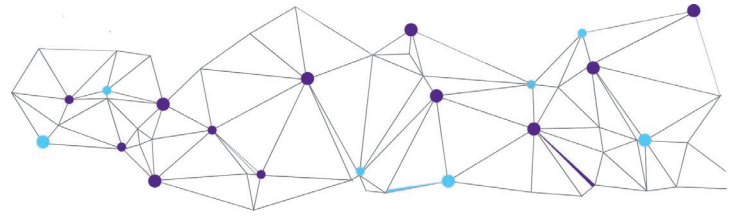
The participants of the SLIPDOT workshop were the following:

Local stakeholders

FOCUS GRUP 1

Assistents:

Sílvia Llach (SHEFCE)



Jaume Feliu (SHEFCE)

Joaquim M. Puigvert (Professor, exvicerector)
Carles Gras (Cap Gabinet Ajuntament de Salt)
Gemma Ros (Responsable àrea UCS voluntariat i cooperació)
Enric Manuel (Drets socials, Ajuntament de Girona)
Maria Roura (Diputació Girona, ODS)
Maria Buxó (Coordinadora Campus Sectorials)
Angels Merino (Cap Biblioteca UdG)
Ignasi Rodríguez Roda (Professor i director Màster Aigua, ICRA)
Josep Arnau (Consell Social)

FOCUS GRUP 2

Assistents:

Anna Planas (SHEFCE)
Pere Soler (SHEFCE)
Edgar Iglesias (SHEFCE)
Sílvia Llach (SHEFCE)

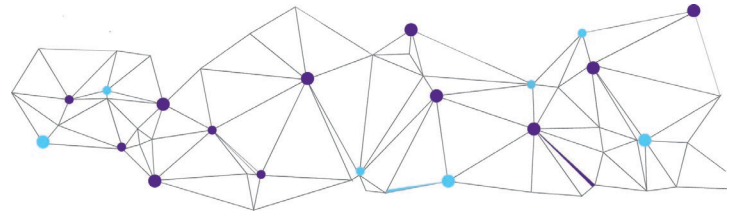
Jordi Freixenet (Professor, exvicerector)
Elena Soler (Tècnica Campus Sectorials)
Cristina Valentí (Periodista
i Tècnica de l'Àrea de Comunicació i Relacions Institucionals de la UdG)
David Martí (Empresari, Alumni UdG)
Mònica González (professora i investigadora UdG)
Nico Valencia (estudiant)

The conclusions of the SLIPDOT analysis are presented below and provide a basis for further discussions about how to improve the community engagement at the Universitat de Girona.

Strengths

Areas where the university is functioning especially well in terms of community engagement.

- ➔ In terms of teaching, there are more and more initiatives for students to leave the classroom and make meaningful learnings in relation to the context.
- ➔ It is also recognized that associate lecturer, who are linked to the territory, contribute knowledge of the community to the university.
- ➔ There are specific long-established initiatives (job fairs, contribution to issues such as a country Solidarity Marathon) that show commitment year after year.

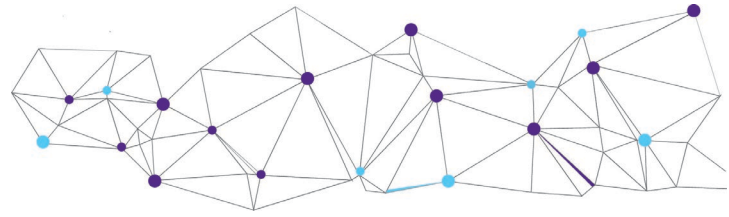


- Volunteering and job placement activity (and in general, the activity from the services on which they depend) generate unquestionable mobilization, impact and influence on the territory, both for the transversality and for the fact that they are active throughout the year and for the accumulated trajectory and experience. They strengths because the entities and companies collaborate, because there is an associative and business sector that responds, that connects, that is close.
- Sectoral campuses (or sectoral hubs) play a very important role in connecting university groups and external communities, as well as between university groups from different disciplines.
- Industrial doctorates are productive research initiatives and are based on links with companies and entities.
- Territorial chairs are a model of success, with more than 30 years of experience. They exist on the basis of an agreement between the university and an external agent to deal in depth with a specific issue. They have an extraordinary impact outside of the university. This means that the impact of the UdG is not only on the city but on the entire system of cities in the region. It is not just about the merits of the UdG, but the demands that are received bottom up, from the people of Girona. The potential is in the territory, in the cities. We need to think about what we ask for and what we offer.

Areas of Lower Intensity

Areas of community interaction that are underdeveloped in the university (because it is not yet a priority, due to limited capacity or other reasons).

- It is necessary to improve the specific and technical support for teaching staff to be able to implement active methodologies (Service Learning, for example) in connection with the territory. It has significant potential but requires management work and contact with entities that at the moment the UdG does not have from a centralized point of view. This work is currently being done by teachers but it should be supported. In addition, it should be anticipated that grouping students from different faculties with different schedules requires planning and logistics.
- There should be a centralized communication space, a portal, a space for relationships and exchange. A unique portal. A friendly and accessible place for the territory, a unique gateway to information, services and to connect with UdG staff. A CHANNEL is needed for community engagement. And also a clear list of services and resources. There should be a website and an app for easy access. Going out to google, for example (“How can UdG help me?”)
- Communication. Despite efforts in communication, transfer, transparency, there are many particular community engagement initiatives (especially those not associated with a structure or service) that are unknown within the university itself and also outside the university. Sometimes the transmission of information is given from person to person (for example, from a university professor to a technician from a city council), but it does not reach the rest of the institution, which is unaware of the relationship).



- The "complex" of territorial university. Rooting in the territory has very positive connotations, but also negative ones. Medium-sized and remote universities in Barcelona are often treated as "territorial". This consideration has been assumed for years by members of the university community, and often has a limiting effect, such as an underlying inferiority complex that must be actively fought (e.g., "I'm not an expert enough to go on television, to talk about this topic").
- Institutional identity is not always present among researchers. In various events, many participate individually and not as UdG. There is an UdG world beyond structures, which is not visible. The participation of people from the community in foundations, entities, administrations, events ...
- From the outside, universities, as well as the UdG, are seen as a distant entity, dedicated to theoretical things. It is a mistake on both sides: neither the universities explain enough nor the territory asks enough.

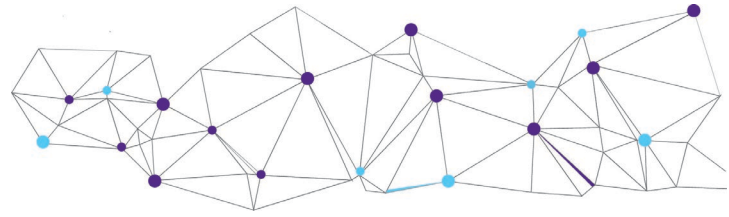
Weaknesses by Areas

- Science and Technology have made a good transfer to the UdG, especially with companies. But when it comes to teaching with community engagement initiatives, there seems to be more activity in the Humanities and Social Sciences.
- Communication and management are current problems due to lack of data. We need a data system, available data ... But there may be a challenges with the current data protection law.

Areas with Potential for Development

Areas of community engagement that the university could realistically improve in the future.

- Internships in companies are often successful. They need to be empowered, what employers share is that internships can detect talent.
- The Social Council is a key tool for community engagement, because it is the representation of society in the university. It is part of the ecosystem and has assigned functions, which with the new scenarios should be reviewed, due to the strong potential it should have in this university-territory-society relationship.
- The newly created Girona Region of Knowledge Foundation is an opportunity to turn the region and nearby areas into an engine of innovation and territorial development, with the UdG as a generator of knowledge alongside territorial agents (Diputació, Ajuntament de Girona, Chamber of Commerce, Social Council ...)
- It is necessary to strengthen the link between the Bachelor and Master thesis and entities/organizations. There is often resistance from entities to what is unknown and to bureaucracy. We need to delve deeper into the message "from the university we can help you with answers to specific needs". It should be explored. Medicine, for example, is already working in this direction. Once



it has been decided that a project will materialize, the commitment of the students must be ensured and the entities must commit themselves to making the agreed ideas materialize.

- Promote more collective projects to identify needs of the territory and be able to link them to Bachelor thesis. Moving from the teacher-territory link to the teacher-territory group.
- The research linked to the territory of the UdG is extensive and the public wants to be linked to it. Citizens trust universities thanks to their independence from political interests. This is a radius of action that the university must exploit, now that it no longer has the exclusivity of knowledge generation and transmission. More citizen science projects should also be promoted, which have a strong impact on the territory.
- Campuses can also occupy this space, because they can be further developed. We need to explain even more what they do. The talent of researchers needs to be brought to the fore and accessed more. The Advisory Councils of the Sectorial Campuses can play a role in this potential area. They meet once or twice a year. With people of great weight and high profiles. They guide the action of the Campuses. They move requests, ideas from the outside in. They will also help to improve sectoral challenges or webinars with presentations of interest to society, not aimed at researchers, but open to the general public. They are aimed at the ecosystem and can direct research towards the ecosystem.
- Companies, institutions, administrations, have continuing education needs that the university could cover. In the case of the UdG, specific itineraries could be created, such as the one offered for those over 50 years of age. The university can be an institution that could provide specialized and specific training, beyond offering degrees.

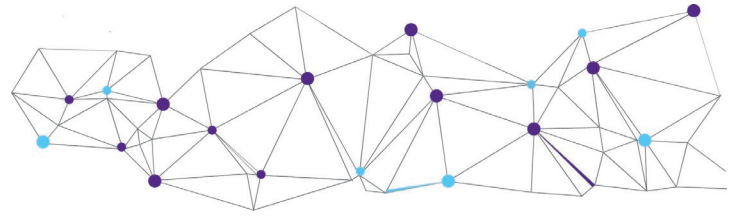
Opportunities

Internal

- Connection between alumni and college: There are many talented alumni. We should detect talent, we need to know what we have within the university. Especially knowing what happens, because once a student finishes their degree they disconnect from the university. The larger universities know alumni are key but UdG still has to learn, in terms of resources and talents. The current alumni association has little activity compared to what it should be. In addition, those alumni located around the world with high responsibilities and good positions could collaborate in some way.

External

- For a greater confluence between the university and the business environment: It is necessary to improve the adaptation of the university to the environment around it with more flexible curricula. There is room for growth here. The world of the university and the business world often live separately. The university should be the innovation department of SMEs. University and companies live in parallel universes. That is, the company is more agile. Companies are less and less looking for



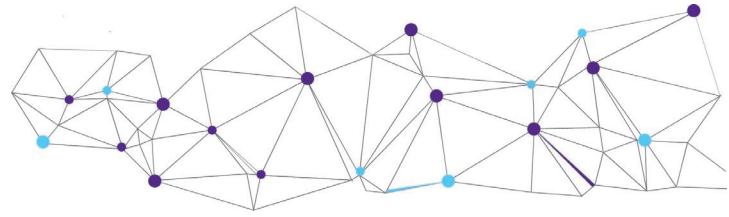
graduates in something. They are mostly looking for people who can demonstrate knowledge and skills. Only the public administration sector hires a specific degree graduate.

- For a greater social use of university spaces: One shortcoming we have is to open the university to people. Even if you are not attached to it, it is an opportunity that is more accessible (for example, physical spaces, equipment, libraries, etc.). It is necessary to take advantage of the heritage that exists within the university. Guided tours are offered during the weekends to get to know the university's own cultural heritage.
- For a greater university-society connection in university training: The importance and good results that some experiences of connection and commitment in training have obtained through practical training experiences in the real field (society, companies) are evident. , entities) in different formats (curricular internships, extracurricular internships, PHC, applied activities and exercises, volunteering, mentoring, bachelor and master thesis, etc.). The benefits are many and they are mutual.
- Address the personal dimension of communication: how do we relate to the territory if we understand that communication is the relationship between people? It has to do with how we talk to people and how we seek the balance between the relationship with people and at the same time between institutions.
- Leverage projects with the community to transform them into international research projects: It is necessary to strengthen the needs of the community to which many research groups respond through collaboration contracts can be converted and transformed into European projects or international projects. It's about finding the balance between what's local and what's more global.
- Associate lecturers are a group of experts who have contact with the university and with the territory and society. This position has the potential to improve and strengthen community engagement in teaching. It is necessary, however, that the management of the university facilitates the realization of teaching projects with this vision, so that it does not mean an additional effort for the group and that they do not have to do management tasks.
- Achieved, tangible knowledge must be transformed into action. It is not an "overexertion" to do applied research. This "overexertion" needs to be alleviated. Appropriate tools: co-creation, co-production, creating spaces to do together with the administrations and entities. The City Council's Social Cohesion Council is a suitable example: the Council does not have to go to the UdG because it has expertise, UdG is already part of its structure. Strategically you need to identify key organs to be there. Then it is not collaborated, but co-produced. Attending and listening to a forum is not the same as playing an active, creative role. Other opportunities: participatory action research groups.

Threats

Internal

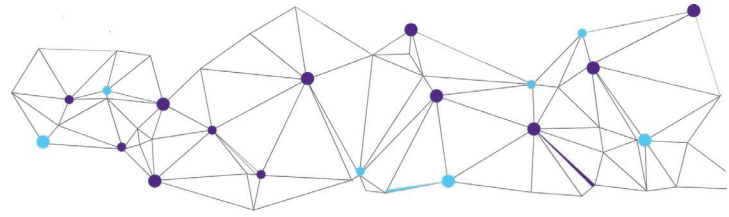
- Weak connection between current students and the university: There is a growing disconnect between students and the administration in general. They often don't feel called to spaces like this.



- There is generally concern about being able to find the best way to access the student from a communicative point of view, and this concern is also expressed by the student representatives themselves. The students themselves accept that email is no longer a good tool.
- ➔ Lack of administrative agility in the process: The issue of agility and efficiency is a reality that makes us miss opportunities. It may not be otherwise, but in practice it makes us miss opportunities.
 - ➔ No incentives for teaching to promote the relationship with the community/territory: From the point of view of the Catalan and Spanish university system, we can say that there are incentives for research, but none for teachers who make the effort and dedicate hours to work and bond with the community with their teaching.
 - ➔ A threat is the diverse community. What is asked of a young researcher (research track ...) can make him/her give up community commitment. A good balance must be sought to make a career, and there must be an intergenerational pact for the various needs. It is necessary to look for balances and dynamics, rather than to make punctual efforts.
 - ➔ Create projects to respond to research needs: Sometimes this happens, which ends up creating a project that responds to a research commitment or need identified by the entities and community.

External

- ➔ Difficulty in leading communications: There are difficulties in leading communications in shared projects, between the university (which does the research) and a part of the community (who is working with it). Difficulty on the part of the territory to understand and get to know the contact person within the University. There is also a certain ignorance of what is being done in the different departments and groups of the university. Everything that is done effectively needs to be shown.
- ➔ New ways of building knowledge: Today the generation of knowledge is very distributed. The university no longer has the heritage of knowledge, it is not the only expert, many other people collect data, know how to do research and reports, etc. There are many people outside the university who have methodological knowledge and so on. There is a need for common and global reflection in universities on the role of universities in knowledge creation. Think about the strategic role you are interested in taking on.
- ➔ Difficulties in communicating the results of territorial projects: Much of the research that is done through contracts and collaborations with local agents requires that the collaborating entity be the one to communicate and disseminate the project. It is not always possible to disseminate and communicate research that is done at a more local level.
- ➔ The pros and cons of proximity: Proximity, the effectiveness of the university, the problem that is often solved through an agile call or by knowing the people, is a threat to the system. It means that much of the commitment lies in personal contacts, which although mostly well-used and have positive and rapid effects, do not guarantee continuity.



5. INTERNATIONAL PEER-REFLECTION

The Universitat de Girona received the (virtual) peer learning SHEFCE visit on the 12-13th of July, 2021. The visit is seen as an excellent way to validate the mapping report and SLIPDOT analysis beyond the institution and its community. This activity also enabled the UdG team to discuss issues that had come up in a more personal way and with a live dialogue, moving away from written communications. The visit was also a fantastic moment of connection between the local and international teams and sharing of similar challenges and interests, with the added bonus of integrating an international and interdisciplinary approach.

Below the programme and peer reflection report.

SHEFCE PEER LEARNING VISIT: UNIVERSITAT DE GIRONA

Programme

Monday 12 – Tuesday 13 July 2021, 10:00-13:30 CET

Day 1: Monday 12 July 2021

Chairs/moderators: Alicia Betts, Strategic International Projects (host institution)

Participants: SHEFCE consortium (open meeting)

Universitat de Girona SHEFCE team:

Sílvia Llach - Vice-Rector for Territory and Social Commitment and Associate Professor in the Department of Specific Didactics

Jaume Feliu - Deputy for Territory and Associate Professor in the Department of Geography

Anna Planas - Associate Professor in the Department of Pedagogy and Social Education Bachelor's Degree Coordinator

Edgar Iglesias - Assistant Professor in the Department of Pedagogy

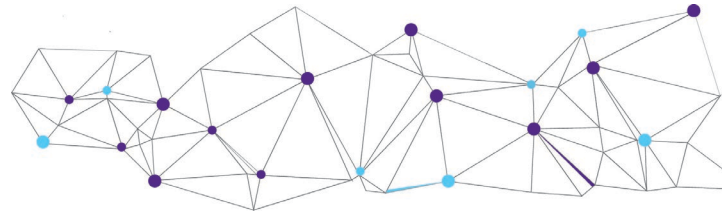
Pere Soler - Associate Professor in the Department of Pedagogy and Coordinator of joint Master's Degree in Youth and Society

Alicia Betts, Strategic International Projects

10:00-11:30	<p>Framing community engagement in local context at Universitat de Girona</p> <ul style="list-style-type: none"> • Presentation of the university and its broader geographical, historical and socioeconomic context - Jaume Feliu (Deputy for Territory and Associate Professor in the Department of Geography) • Presentation of how community engagement is 'framed' in this context - Jaume Feliu (Deputy for Territory and Associate Professor in the Department of Geography) • 'Pitches' of 4-5 community engagement flagship practices
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	<p>Example of dimension 1- Anna Planas (Associate Professor in the Department of Pedagogy and Social Education Bachelor's Degree Coordinator) "Social transformation and expertise course"</p> <p>Example of dimension 2- Pere Soler (Associate Professor in the Department of Pedagogy and Coordinator of joint Master's Degree in Youth and Society) "Experiences in research-action for the co-construction of knowledge between professionals and researchers"</p> <p>Example of dimension 3- Edgar Iglesias (Assistant Professor in the Department of Pedagogy) "Rossinyol project"</p> <p>Examples of dimensions 5-6- Sílvia Llach (Vice-Rector for Territory and Social Commitment and Associate Professor in the Department of Specific Didactics) and Jaume Feliu (Deputy for Territory and Associate Professor in the Department of Geography) "UdG Volunteering Programme" "Territorial Chairs"</p> <ul style="list-style-type: none"> • Q&A
11:30-11:45	Virtual coffee break
11:45-13:30	<p>Institutional self-reflection for community engagement: results of TEFCE Toolbox process</p> <ul style="list-style-type: none"> • Presentation of findings for each dimension, <p>Dimension 1- Anna Planas (Associate Professor in the Department of Pedagogy and Social Education Bachelor's Degree Coordinator)</p> <p>Dimension 2 and 4 - Pere Soler (Associate Professor in the Department of Pedagogy and Coordinator of joint Master's Degree in Youth and Society)</p> <p>Dimension 3- Edgar Iglesias (Assistant Professor in the Department of Pedagogy=</p> <p>Dimension 5, 6 and 7- Sílvia Llach (Vice-Rector for Territory and Social Commitment and Associate Professor in the Department of Specific Didactics)</p> <ul style="list-style-type: none"> • Presentation of SLIPDOT analysis results, Sílvia Llach (Vice-Rector for Territory and Social Commitment and Associate Professor in the Department of Specific Didactics) • Q&A; discussion

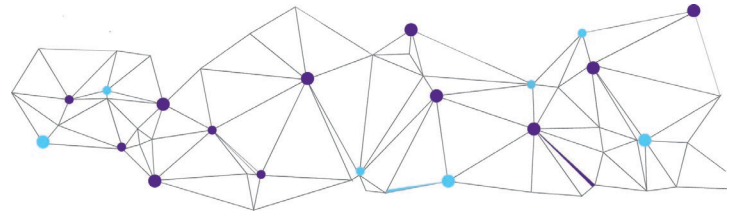


Day 2: Tuesday 13 July 2021

Chairs/moderators: Thomas Cooney, Thomas Farnell (visiting team)

Participants: SHEFCE peer-learning team (invitation only)

10:00-10:10	Introduction to objectives of Day 2 and overview of agenda Thomas Farnell (IDE), Thomas Cooney (TU Dublin)			
10:10-11:30	In depth peer-learning sessions: community engagement in practice Breakout sessions:			
		1: Teaching & learning students	2. Research; Service and Knowledge Exchange	3. Management: partnerships and policies
	Visiting team	<ul style="list-style-type: none"> Bojana Culum (<u>chair</u>) Ana Skledar Matijević Lien Mostmans Magdalena Fellner 	<ul style="list-style-type: none"> Thomas Cooney (<u>chair</u>) Alexander Vacek Pieter Meert Lorraine McIlrath 	<ul style="list-style-type: none"> Thomas Farnell (<u>chair</u>) Núria Jové Davide Dusi Martina Brophy
	Hosts:	<ul style="list-style-type: none"> Anna Planas Pep Barba 	<ul style="list-style-type: none"> Pere Soler Edgar Iglesias Maria Buxó Sílvia Simon 	<ul style="list-style-type: none"> Sílvia Llach Jaume Feliu Cristina Valentí Alícia Betts
11:30-11:45	Virtual coffee break			
11:45-12:45	Peer review team reflections (Visiting SHEFCE team members only). Each chair presents findings of focus groups. Team as a whole reflects on: <ul style="list-style-type: none"> How focus group conclusions confirm TEFCE institutional report /SLIPDOT findings or raise more questions Lessons learnt the peer learning visit in terms of context-specific ways of implementing/assessing engagement 			
12:45-13:30	Peer learning reflections to host <ul style="list-style-type: none"> Peer review conclusions, and lessons learnt on context-specific community engagement 'Critical friend' reflections on report and/or process and/or recommendations for next steps Group reflections on learning outcomes of visit for hosts and visitors 			



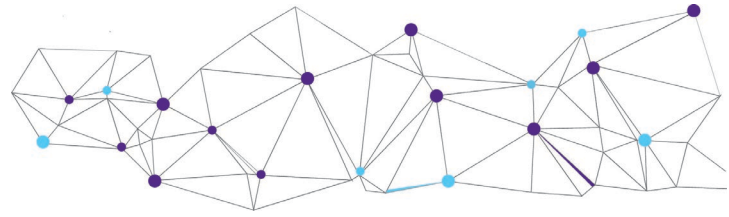
Peer reflection report by visiting team

1. Reflection on the institutional and local/national context

- Based on the report and the discussions during the peer learning, the visiting team concludes that the Universitat de Girona (UdG) is a university that has an institutional mission that is intimately connected to its surrounding region, due to a combination of historical, cultural and geographical factors. This means that engaging with external partners is an integral and ‘normal’ part of the university’s institutional culture – it is virtually a part of the UdG’s ‘institutional DNA’ – and that partners are eager to engage with the university.
- The linguistic, Catalan context of the UdG also influences how community engagement is framed in a context-specific way. With no direct equivalent to the term ‘community engagement’ (with the term ‘community’ having a narrower meaning), the UdG was creative in adapting the term to its local context and identified that the term ‘territorial mission’ and ‘social commitment’ were much closer to the meaning intended in the TEFCE project.

2. Reflection on the level of community engagement and on good practices

- The UdG’s commitment to engaging with external partners in the region is evident in virtually all seven dimensions of community engagement defined in the TEFCE Toolbox, with the report providing a wealth of inspiring good practices.
- Some of the examples of community engagement that most struck the visiting team are highlighted below – noting that these are only for illustrative purposes, rather than as an assessment of being the ‘best practices’ of the UdG.
 - **Teaching & learning; students:** The UdG has incorporated community-based learning (service-learning) in many study programmes and has a well-developed system to not only connect students to external communities, but to evaluate the outcomes of such learning (involving assessment by academic staff, students and community partners). The UdG also has a separate, large-scale student volunteering scheme. Another inspiring practice in this area is the existence of networks for innovative teaching practice that allow teachers interested in service learning to have a bottom-up peer-support structure in this area. The fact that the participating student representative expressed their strong support for the UdG’s work in this area was notable.
 - **Research; Service and Knowledge Exchange:** The university has a proven track record of engaging in research that addresses societal needs with a range of community partners. The experiences in research-action for the co-construction of knowledge between professionals



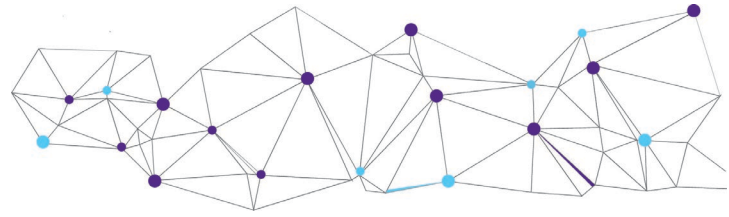
and researchers, for instance, highlights the UdG's efforts at promoting co-participative research among its external communities.

- **University management: partnerships and policies:** The fact that the UdG has a management staff position dedicated to the Territorial Mission and Social Commitment, and who is highly committed to community engagement, provides a strong institutional framework to support this agenda. The existence of over 40 UdG chairs that systematically link academics and community partners to develop joint initiatives was also seen as both an innovative approach, and another example of the strong institutionalisation of community engagement across the UdG's academic departments.
- In short, as accurately assessed in the UdG's institutional heatmap levels in the report, the UdG is a university that has a high level of authentic community engagement in many dimensions and engages with a broad range of external partners (ranging from business and local authorities to community groups and citizens) on a range of community issues. At the same time, the UdG openly identified challenges and areas for further improvement in the report.

3. Reflection on identified challenges and potential opportunities

In addition to the challenges and areas for improvement defined in the UdG report, the peer reflection team would like to add the following points for consideration:

- **Strategic framing:** Although community engagement is clearly internalised by the university and reflected in many existing strategies and structures, could developing a *specific strategy* for community engagement be a way to 'connect the dots' and provide an overarching structure for activities that are for now dispersed and that do not neatly fit into a specific university structure?
- **Structures and resources:** Similarly to the point above, the team takes note that the UdG report itself identifies the lack of a central office or structure with the necessary human resources to coordinate activities related to community engagement, such as being a contact point for community partners, brokering partnerships between academics, students and external partner, outreach and communication activities, etc.
- **Communication / visibility and approachability:** The UdG report and discussions with UdG staff confirmed that although the university is highly engaged and open to the community, there is still insufficient communication and there is still a perception, among some, of the university as an ivory tower that is bureaucratic and difficult to approach. Since the university already has in place a wide range of community engagement activities, a 'quick win' in this area would be for the university to increase the visibility of its community engagement and of its impact. Examples can include increased web and social media communication on such initiatives, publishing a thematic report on UdG engagement or creating an award for community engagement.



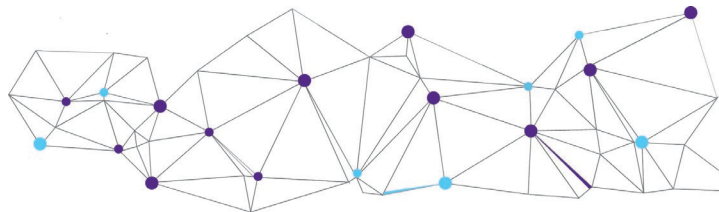
- **Engagement vs excellence; the local vs the global:** External factors that are outside the influence of the UdG have a major impact on how the UdG can further improve its community engagement. This includes the predominant narrative in international higher education policy that revolves around the concept of ‘world-class universities’, with a focus on a concept of ‘excellence’ that is narrowly defined in terms of bibliometrics. This is then reflected in policy that focuses on such outcomes rather than, for example, on community engagement. Although this is a clear challenge, we believe that the current trends in higher education policies, in particular after COVID-19 and in the contexts of the SDGs, may increasingly support universities’ civic mission, community engagement and contribution to social innovation. The UdG could therefore frame its understanding of excellence in such a broader context.

4. Reflection on value of the TEFCE Toolbox

- The TEFCE Toolbox was implemented independently by the UdG, without any mentoring by SHEFCE project partners. The resulting UdG mapping report and SLIPDOT analysis demonstrates that the TEFCE Toolbox can be applied by universities without the need for continual support in the process.
- The feedback of the UdG team indicates that the TEFCE Toolbox process was seen as a positive experience for the UdG, with the particular benefits being having a wide, interdisciplinary core team involved, and one that had the full support of the vice-rector. A conclusion was also that the Toolbox benefits from being applied intensively in a short period (3-4 months), rather than over a longer period. A challenge, however, was that the English language was a barrier to some participants.
- The outcome of the TEFCE Toolbox process was also seen as highly positive. Based on the discussions at the peer learning visit, the TEFCE Toolbox has allowed the UdG to frame its activities in a new way, using a new framework, and it helped the university to gain a better understanding of the range of ways in which it engages with its external communities. The resulting report was also identified as a valuable result that can further inform the university, strategically.

5. Reflection on value of the peer-learning visit

- The peer-learning visit, especially its focus group discussions, provided the visiting team with an invaluable insight into how community engagement takes place at the UdG. Both the hosting UdG team and the visiting team confirmed the value of the peer-learning visit: they concluded that it provided them with a better understanding of the context-specific ways in which community



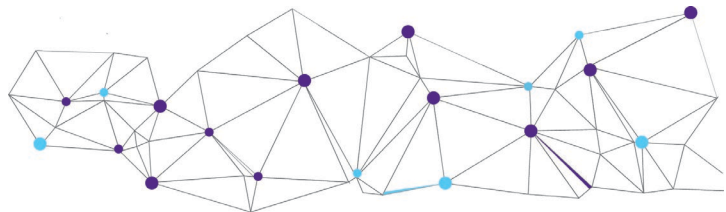
engagement can take place, and with a better understanding of the process of assessing an institution's level of community engagement and potential for improvement.

Members of peer-reflection team

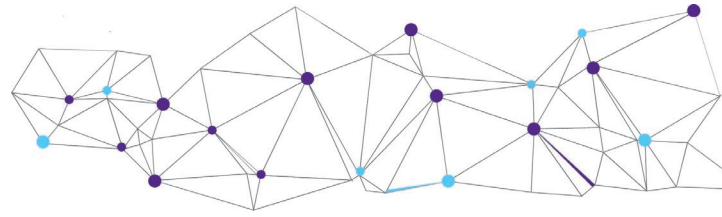
1	Brophy	Martina	Technological University Dublin	Research Assistant, College of Business
2	Cooney	Thomas	Technological University Dublin	Professor of Entrepreneurship, College of Business
3	Culum Ilic	Bojana	University of Rijeka	Associate Professor, Faculty of Humanities and Social Sciences
4	Farnell	Thomas	Institute for the Development of Education	Higher Education Policy Expert
5	Fellner	Magdalena	Danube University Krems	Research assistant, Department for Higher Education Research
6	Jové	Núria	Associació Catalana d'Universitats Públiques.	Head of Projects
7	McIlrath	Lorraine	National University of Ireland, Galway	Coordinator, Community Knowledge Initiative
8	Meert	Pieter	Vrije Universiteit Brussel	Project Coordinator/Manager
9	Mostmans	Lien	Vrije Universiteit Brussel	Researcher
11	Skledar Matijević	Ana	Institute for the Development of Education	Higher Education Project Manager
12	Vacek	Alexander	Danube University Krems	Researcher

Members of UdG hosting team

1	Aznar	Sílvia	Universitat de Girona	-
2	Barba	Pep	Universitat de Girona	-
3	Betts	Alicia	Universitat de Girona	Strategic International Projects
4	Buxó	Maria	Universitat de Girona	-
5	Condom	Pere	Universitat de Girona	-



6	Feliu	Jaume	Universitat de Girona	Deputy for Territory and Associate Professor in the Department of Geography
7	Fuentes	Maxi	Universitat de Girona	-
8	Iglesias Vidal	Edgar	Universitat de Girona	Assistant Professor, Department of Pedagogy
9	Llach Carles	Sílvia	Universitat de Girona	Vice-Rector for Territory and Social Commitment and Associate Professor in the Department of Specific Didactics
11	Planas	Anna	Universitat de Girona	Associate Professor, Department of Pedagogy
12	Soler	Pere	Universitat de Girona	Associate Professor in the Department of Pedagogy and Coordinator of interuniversity Master's Degree in Youth and Society
13	Valentí	Cristina	Universitat de Girona	-



APPENDIX I: CASE STUDIES

Here is a selected list of community engagement practices translated into English. The numbers correspond to those allocated during the evidence collection phase.

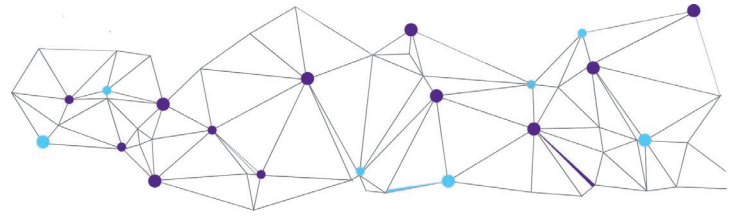
Practice 1: Chairs of the Universitat de Girona

Case study provided by: Delegate of Territory and Sustainability

1. Description of community-engagement practice	
Brief description of practice (Please use the sub-questions, if relevant.)	A set of activities carried out by 39 institutional chairs included within the Universitat de Girona. In 2019, 549 activities were undertaken and in 2020 (due to the pandemic) 425 activities, of a very diverse nature and distributed throughout many regions, especially the counties of Girona and the rest of Catalonia. The chairs are a structural unit of the Universitat de Girona and are created from a stable collaboration agreement with an institution, association or company.
<i>What are the main goals of the practice?</i>	They focus on a specific field of study and promote research, knowledge transfer and dissemination and are a valuable tool for establishing permanent and fruitful links between the University and the economic and social agents of the region.
<i>What are the main activities?</i>	On the one hand, they organize and participate in various activities such as seminars and conferences (their main activity), as well as, teachers' conferences and a wide and diverse set of activities such as exhibitions, literary itineraries, festivals, etc. On the other hand, they produce publications in different formats (articles, books) and generate numerous news items for the media.
<i>Who is organising the practice?</i>	The chairs are created from an agreement between the University and an external institution, and are organized by means of a monitoring council formed of a director, a representative for each sponsor of the chair and a representative from the government of the University.
<i>Who initiated it?</i>	The first chair dates from 1989 and was the Ferrater Mora Chair of Contemporary Thought
Web link	https://www.udg.edu/ca/estructura/catedres
How is the community/target group with which you engage involved in the implementation of this practice?	It participates by co-financing the annual budgets of the chair and participating in the monitoring council, i.e. the highest decision-making body of the chair. It also participates in the various activities that take place.
2. Support for community engagement	

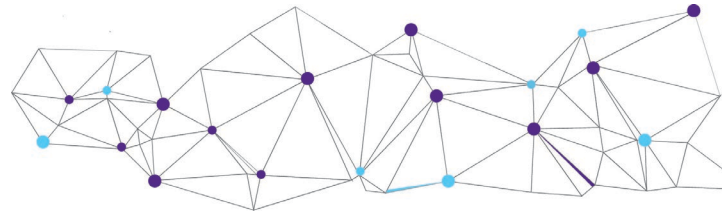


How does the university support this community-engaged practice?	This practice is part of the institutional strategy in several ways. First, the University recognizes the chairs as a Structural Unit of the institution itself (like the departments, faculties or institutes). Second, it co-finances the chairs annually.
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i>	Yes, each of the 39 chairs must approve an annual budget from its monitoring board. To manage the budget, the university opens an account within the institution that allows it to operate with income, expenses and surpluses. The account is linked to the administrative centre of each director of the chair.
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	Yes, especially in the mandates of the institution, such as the current one, which attaches great importance to the University's relations with the institutions of the region. The policy of chairs is considered strategic to create stable regional ties with the surrounding counties.
<i>Is it a continuous or a 'one-off' collaboration?</i>	It is an institutionalized, stable practice.
<i>Does the university give any form of recognition or promotion of the practice?</i>	The activities of the chairs are more recognized in the field of knowledge transfer. The recognition of this field may be recognized by the national or regional university quality agency, but is not recognized as a merit within the University. The usual communication channels of the institution are used to promote the activity.
How do partners from the community support and value this practice?	Positively, because it is the University that adapts to the needs of the external institutions that guarantee and finance the project. Co-financing is a mechanism that obliges the chair to be accountable and generate the expected activity in each annual forecast.
How do your peers and students support and value this practice?	Teaching staff can participate in any of the chairs and their activities if they are experts in the field. Students do not usually participate directly in the activities of the chairs, although they may be the subject of their activities such as scholarships for master's degrees, awards for their work or research projects, etc.

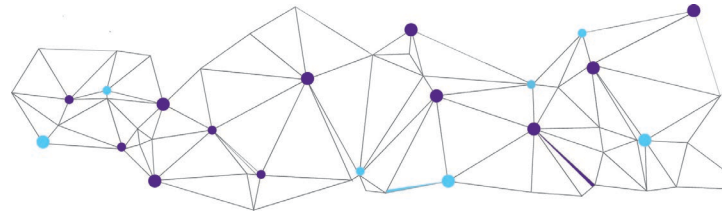


Practice 5: Science Fair

1. Description of community-engagement practice	
Brief description of practice (Please use the sub-questions, if relevant.)	It is a scientific dissemination and education activity that is carried out thanks to the participation of students and their proposals.
<i>What are the main goals of the practice?</i>	To begin scientific activity (phases that an investigation must have and raising of investigable questions) on the part of the university students in the Primary Teacher studies and to promote scientific knowledge between the students of the early years and primary school education in the city of Girona.
<i>What are the main activities?</i>	The activities are integrated as learning activities in the subjects “Experimental Sciences 1” and “Experimentation, Manipulation and Play” of the bachelor’s degrees in Primary School Education and Early Years Education. These consist of the design, execution and evaluation of science workshops aimed at schoolchildren. The workshops are offered to schools on the day of the Science Fair.
<i>Who is organising the practice?</i>	There is currently an organizing committee made up of: Girona City Council - educational services (in charge of registration and the entire organizational issue), the Girona County Pedagogical Resource Centre (financial and logistical support), the La Caixa Foundation economic and logistical support), the Chair of Scientific Culture and Digital Communication of the UdG (workshop offer) and the Faculty of Education and Psychology of the UdG (workshop offer, website maintenance and economic and logistical support). More than a thousand schoolchildren from Girona and around 180 students from the Education degrees take part.
<i>Who initiated it?</i>	The Science Fair for young great scientists began at the Faculty of Education and Psychology in the 2007-2008 academic year. The promoter of the initiative is the associate professor (until the 2020-2021 academic year, at the UdG) Lúdia Ochoa Cañigüeral, within the framework of the European project “Pollen, science seed cities”.
Web link	http://firaciencia.cat/
How is the community/target group with which you engage involved in the	Schools interested in participating can register through the Girona City Council’s educational services website (educational resources section): https://web.girona.cat/caseta/recursoseducatius?p_p_id=ProxyController_INSTA_NCE_E3GaMpV3KsBp&p_p_lifecycle=0&p_p_state=normal&p_p_mode=view&Pr

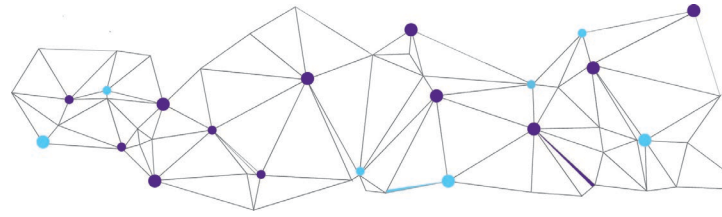


<p>implementation of this practice?</p>	<p>oxyController_INSTANCE_E3GaMpV3KsBp_rformx2=1&idreg=1167&nivell=tots&categoria=12&mes=mes05&paraules= Once registered, they participate on the day of the fair in the workshops that are offered and that they have previously chosen.</p>
<p>2. Support for community engagement</p>	
<p>How does the university support this community-engaged practice?</p>	<p>Through financial aid, support from the department's staff and institutional recognition.</p>
<p><i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i></p>	<p>There is no official UdG budget for the Science Fair. The money comes out of the laboratory material and the coordination of the Education degrees, basically. All in all (materials for the workshops, t-shirts and maintenance of the website), it is approximately € 1200 each year. The university provides the service of the laboratory technician who lends a hand with the material needed to organize the workshops of the fair.</p>
<p><i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i></p>	<p>Not formally</p>
<p><i>Is it a continuous or a 'one-off' collaboration?</i></p>	<p>It is a consolidated practice because it has been carried out for 14 years and there is the will of all the organizers to maintain it over time, but it is not formally institutionalized.</p>
<p><i>Does the university give any form of recognition or promotion of the practice?</i></p>	<p>There is no formal recognition of the institution. It is disseminated at the website level. For example (2018 edition): https://www.udg.edu/ca/udg/detall-activitats/eventid/1993</p>
<p>How do partners from the community support and value this practice?</p>	<p>Girona City Council is in charge of dissemination, is involved in the organization, provides support materials, contacts with schools and processes registrations. Other entities participate financially, disseminating it or contributing workshops to the fair. The schools are involved by attending the fair and participating in the different workshops (infant and primary schools). The evaluation that is made every year is very positive by all the actors.</p>
<p>How do your peers and students support and value this practice?</p>	<p>The assessment made by students and co-workers is very positive. Students value positively the implementation of the workshops they have designed with the schools, within the framework of a subject of the curriculum. That is why it is a consolidated activity that is intended to be maintained over time.</p>

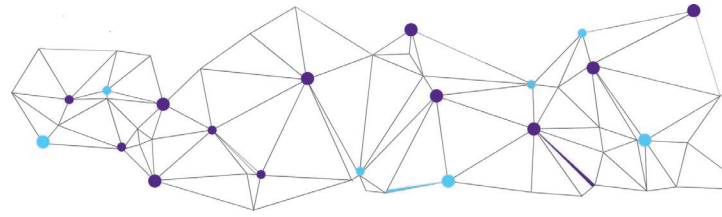


Practice 6: Baix Empordà Coastal Maritime Co-Management Board

1. Description of community-engagement practice	
Brief description of practice (Please use the sub-questions, if relevant.)	The Baix Empordà Coastal Maritime Co-Management Board (TCMLBE) was created to respond to the region's desire to improve the management and organization of uses and activities, and make them compatible with the conservation of natural heritage through more participatory management. It is a permanent space for participation where planning proposals and / or actions to improve the quality of the ecosystem are discussed and specified.
<i>What are the main goals of the practice?</i>	<ol style="list-style-type: none"> 1) To ensure the conservation and improvement of the natural, cultural and landscape heritage of the area, 2) To control the accounting of the uses and socioeconomic activities that are developed in the area with the conservation of their patrimony 3) Facilitate the cooperation of different persons/organisations that are represented there.
<i>What are the main activities?</i>	Some of the functions of the TCMLBE are: <ol style="list-style-type: none"> 1) to propose and prepare reports, analyses and other proposals relating to the conservation of the natural heritage, the planning, use and management of the region; 2) to propose and develop studies and knowledge actions, as well as seek synergies that help to improve knowledge and lead to an objective and rigorous management of the area.
<i>Who is organising the practice?</i>	Decision making is always done with representative members of the four areas: public administration, scientific community, civil society and blue economy organizations and activities at sea, and spokespersons of the 82 entities that make up the Board, by consensus of its participants and in accordance with the collaboration commitments ratified by all members. The Universitat de Girona participates in the scientific area of the TCMLBE through several members, and the Institute of the Environment undertakes the leadership of the scientific field of the TCMLBE, generating dynamism and developing a multitude of proposals.
<i>Who initiated it?</i>	The promoter of the initiative is the Department of Livestock Agriculture, Fisheries and Food and the Department of Territory and Sustainability from the Government of Catalonia. All the agents are involved in the management of the use, activities and protection of the marine environment within the scope of the Natura2000 network "Coast of the Baix Empordà"
Web link	https://participa.gencat.cat/assemblees/tcmbaixemporda
How is the community/target group with which you engage involved in the implementation of this practice?	The scientific community participating in the TCMLBE, with the desire to correct the many critical situations of some coastal ecosystems, identified a series of actions aimed at improving knowledge of the coastal area of Baix Empordà to achieve a regional management based on harmonizing the ecological, social and economic relations that interact in the Board's area of study.



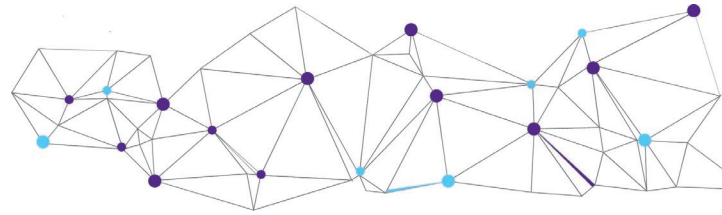
	<p>To address these deficits, the scientific field, led by the Institute of the Environment, develops actions that involve citizens by giving them a key role, and lays the foundations for the co-creation of knowledge and environmental awareness. Beyond mere citizen participation, the help and knowledge of all the agents involved in building citizen science is necessary, which promotes the involvement and training of participants.</p> <p>To carry out these actions, the UdG Institute of the Environment annually requests aid from the GALP (which channels the European Maritime and Fisheries Fund (EMFF) 2014-2020) and the Department of Agriculture, Livestock, Fisheries and Food in order to carry out the proposed projects.</p>
2. Support for community engagement / Suport al compromís social/arrelament al territori	
<p>How does the university support this community-engaged practice?</p>	<p>The professors involved act individually without any support from the UdG. On a personal level, I have taken an active role in the TCMLBE and, in directing the Institute of the Environment, I have channelled the applications for research grants requested through the IMA, and ultimately the Office of the Vice-rector for Research. Therefore, participation in the TCMLBE becomes part of the strategy that the IMA assumes as its own.</p>
<p><i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i></p>	<p>The UdG does not provide administrative support, but participation does require many hours of work from researchers and especially from the UdG's lead researcher. He is the lead researcher of several projects linked to the Board and represents the Board in other areas of the scientific field.</p> <p>The researcher seeks funding from European funds and thus develops actions within the Board, which are part of the scientific action plan, with the understanding that the actions are always agreed by the members of the board. This establishes synergies for connection with other researchers in the same field in Catalonia (BlueNetCat)</p>
<p><i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i></p>	<p>The UdG does not provide a budget directly.</p> <p>The dedication, even if it is not recognized within the UdG, is very important because if they were not a member of the UdG, the lead researcher would not be linked or the importance assigned to it within the same Board.</p>
<p><i>Is it a continuous or a 'one-off' collaboration?</i></p>	<p>It is continuous, since 2017.</p>
<p><i>Does the university give any form of recognition or promotion of the practice?</i></p>	<p>The participation of UdG researchers is entirely voluntary, without any remuneration or academic recognition.</p> <p>The activities that take place do not currently have recognition within their activity at the UdG. Beyond what they develop, they also try to channel this or connect it to research activities.</p> <p>Given the impact of the actions developed by the UdG Institute of the Environment, the UdG's communication channels disseminate the tasks that the promotor of science carries out within the TCMLBE.</p>



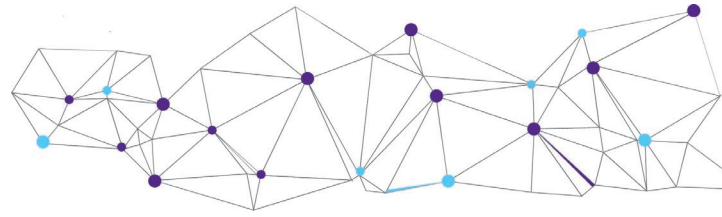
<p>How do partners from the community support and value this practice?</p>	<p>On the one hand, the members of the scientific field external to the UdG (UAB, UB, ICM, CSIC) value very positively the work led by the Institute of the Environment since it promotes and executes almost all the actions in the field. The other agents involved in the TCMLBE (public administration, civil society and the blue economy) recognise the participating professors of the UdG for their expertise and authority for being the "local" scientists. Furthermore, they recognize the Institute of Environment as an active element and prominent protagonist of the Board.</p>
<p>How do your peers and students support and value this practice?</p>	<p>Professors who are members of the Institute of the Environment (IMA) support the actions carried out by the IMA within the Co-Management Board through its approval in the IMA Council or in the IMA Standing Committee. Furthermore, they allow students to participate in the projects promoted by the IMA through final projects of bachelor's and master's degrees and internships (curricular and extracurricular).</p>

Practice 7: Rossinyol Project. Mentoring for an inclusive society

1. Description of community-engagement practice	
<p>Brief description of practice (Please use the sub-questions, if relevant.)</p>	<p>The Rossinyol (Nightingale) Project is a mentoring project in which university students accompany children of foreign origin so that they get to know different places in the city, areas for leisure and cultural production, etc.</p>
<p><i>What are the main goals of the practice?</i></p>	<p>The purpose of the project is to promote social, cultural and linguistic Integration, and personal development and training. It also promotes the training and awareness of students in cultural diversity and social inclusion.</p>
<p><i>What are the main activities?</i></p>	<p>The main activities are mentoring. To make mentoring possible, the schools (mainly the management and reception classrooms from primary and secondary schools) are involved in choosing children The participating town councils (educational/ social action workers) form the organizational network of the project together with the technical support, the coordinator and the director of the project (UdG Team)</p>
<p><i>Who is organising the practice?</i></p>	<p>Fundació Girona. Universitat i futur. Department of Pedagogy.</p>
<p><i>Who initiated it?</i></p>	<p>Universitat de Girona and Fundació Girona: Region of Knowledge</p>
<p>Web link</p>	<p>www.projecterossinyol.org</p>



<p>How is the community/target group with which you engage involved in the implementation of this practice?</p>	<p>The Project is made available to the town councils through the University students who are usually residents of the same localities or surroundings and offers a great response to the group of new children by establishing relationships that would not normally exist.</p>
<p>2. Support for community engagement</p>	
<p>How does the university support this community-engaged practice?</p>	<p>The University collaborates in the student recruitment plan, with the dissemination to all students, as well as the dissemination in person in the classrooms. The Office of Development Cooperation provides students with successful mentoring with academic recognition credits. The rectorate and vice-rectorate participate institutionally in the official opening and closing acts by the Town Councils for the project.</p>
<p><i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i></p>	<p>The Universitat de Girona has an annual budget of € 36,000 as well as a reduction of teaching for the director and coordinator of the project in order to dedicate the necessary time to the project.</p>
<p><i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i></p>	<p>The Project is designed so that the students themselves have an experience beyond the University, which is why Rossinyol volunteers are part of the experience organized by the University, which has the activity of the Project very internalized.</p>
<p><i>Is it a continuous or a 'one-off' collaboration?</i></p>	<p>It is an institutionalized practice and integrated into the general budgets of the UdG. The Project has been ongoing for 16 years.</p>
<p><i>Does the university give any form of recognition or promotion of the practice?</i></p>	<p>The Cooperation and Volunteering Unit is in charge of the academic recognition of volunteer students and the pedagogy department provides space and material for the work of the Technical Support (office)</p>
<p>How do partners from the community support and value this practice?</p>	<p>The 14 participating town councils value the project very positively and also give financial support according to the collaboration agreement, in some cases they assume the cost of the development of some mentoring groups according to the demand.</p>
<p>How do your peers and students support and value this practice?</p>	<p>This project has been running for 15 years, and each year we have a high number of registered volunteers asking to participate. The university community knows the project and values very positively the results obtained over the years. Teaching staff of the University play a very important role at the beginning of the course since most of them help us in the dissemination and open the doors of their classes to us to be able to explain the project to the students. To start mentoring in a locality we need direct interest from the town council and every year we receive specific requests for participation from localities that do not yet participate and want to start, or to increase the places on offer. The project team is working on this every year.</p>

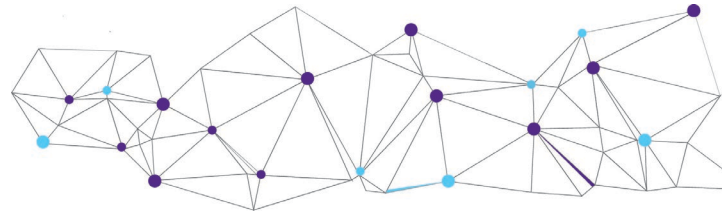


Practice 9: Writing and Audiovisual Languages or how to create digital content for real customers

1. Description of community-engagement practice	
Brief description of practice <i>(Please use the sub-questions, if relevant.)</i>	Writing and Audiovisual Languages works with the Project-based learning method (PBL), a methodology that seeks to bring students closer to their future professional reality.
<i>What are the main goals of the practice?</i>	The aim of the course is for students, from a given assignment, to organize themselves into teams and simulate professional roles in order to create a production company.
<i>What are the main activities?</i>	<p>This 'company' will allow them to create digital audio-visual content for real small businesses that are not in the digital universe.</p> <p>The contents are hosted on self-produced media. They run a website, write blog posts, create two social media profiles (they decide which based on the order from 'their customers'), take publicity photographs, record podcasts, commercials and mini-videos.</p> <p>In addition, students learn to interpret the return of their digital marketing actions and to act accordingly and also to generate all the necessary documents to carry out these tasks and to submit plausible proposals to their 'customers'.</p> <p>Therefore, when they start working in a professional environment, the production routines will not be alien to them.</p> <p>Finally, they should write an explanatory and reflective report of the whole process.</p> <p>This year the 'customers' of the students were selected from the Butchers and Bakers' associations of the Girona region.</p> <p>The pandemic has prevented the students themselves from choosing, as they do every year, the local trade sector.</p> <p>Students were able to choose local bakeries and butchers who have voluntarily agreed to participate in this experiment. This option has allowed us to continue working as usual, despite the possible lockdowns, as bakeries and butchers are businesses of basic necessities and would remain open.</p>
<i>Who is organising the practice?</i>	The PBL is organized by the teachers of the subject, but students are fully autonomous both to act as a 'content producer' and to look for the customer (following the rules of the teachers), as well as to create the contents or choose the social networks that best suit 'their customer'.



<i>Who initiated it?</i>	This subject was an initiative of the professor responsible for it, taking advantage of the rewriting of the Degree in Advertising and Public Relations of the UdG. It was carried out with the support of two more (part-time) teachers, one of whom remains on the team. The other teacher (deceased) had to be replaced by another teacher. The current team is 3 teachers: 2 part-time professors and one full-time professor (who is in charge of the team)
Web link	1.-Examples of the Websites created: https://www.flecacanbiel.com/ https://www.carnstoni.cat/blog 2.-Video explaining how the subject works (English version) https://youtu.be/qJOgaPO907Q
How is the community/target group with which you engage involved in the implementation of this practice?	Since its inception, 45 organisations in the province of Girona have been involved in the project, always local trade, not franchises. This year the Guilds mentioned above have created a bridge for us. The businesses always voluntarily accept students' commitment and make their demands on them. Students learn to 'get along' with 'their customer' and it's not always easy. In the end, many businesses end up using the audio-visual materials generated by our students. Commerce has the role of 'customer' for student teams and this is the best involvement. In addition, we have included the Legal Services of the UdG in the project (they generated the documents that make the recordings possible or produce the contract between students and commerce), and the Publications Service has made covers for all the material generated by the subject.
2. Support for community engagement	
How does the university support this community-engaged practice?	This is a 2nd year subject of the Advertising and Public Relations degree, therefore it has no special or additional budget, despite the extraordinary dedication of the 3 teachers. We have already mentioned the collaboration of two university services. And finally, it must be said that this year the UdG has just awarded us the Teaching Innovation Award.
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i>	Beyond the recognition (the award) and letting us have a special and concentrated schedule, which was necessary to start the Project, the UdG has not given us any budget or any additional help.
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	The Faculty of Tourism is committed to its teaching as a sign of quality, but this action has not become anything we can benefit from in our design of the PBL.
<i>Is it a continuous or a 'one-off' collaboration?</i>	It is an activity that has been carried out since the beginning of the subject (2016) on the initiative of teachers.
<i>Does the university give any form of recognition or promotion of the practice?</i>	We do not know if the UdG has promoted us in any way. When we had an impact on the press, it was because the teachers involved contacted journalists who found our teaching activity interesting.

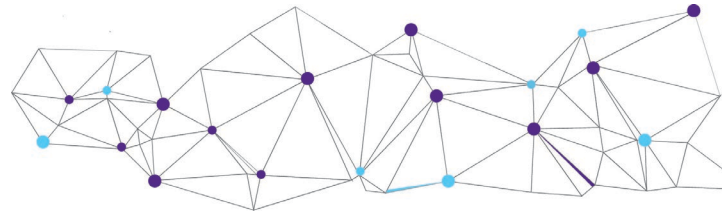


<p>How do partners from the community support and value this practice?</p>	<p>The rating of 'customers' is highly positive.</p> <p>In fact, every year some students are hired to continue working with the business they have collaborated with. As a result, we have received requests / proposals from other businesses that have seen the work of students.</p>
<p>How do your peers and students support and value this practice?</p>	<p>Students value the experience very positively according to the surveys and the reflections written in the final reports. According to them it is a great opportunity to 'really work' on what they are studying, and recognize that they feel very motivated, but also stressed. They explain their surprise of how complicated and lengthy it is to create professional content for a real client.</p> <p>The 3 teachers of the subject consider the assessment is positive seeing the results of the finished projects and seeing the degree of motivation that the PBL is able to generate and how it allows us to work skills naturally.</p> <p>The shops are very receptive and are delighted with the work done by UdG students, which is a great presentation card for the university in the commercial fabric of the region. Despite this, it is necessary to reflect on the effort involved in working with 98 students, and with no previous experience in PBL that exceeds our dedication.</p> <p>On the other hand, we often encounter the incomprehension of teachers of other subjects who criticize our curriculum design, for the volume of work involved, both for students and teachers. "They think theirs is the only subject" is a comment we often hear.</p>

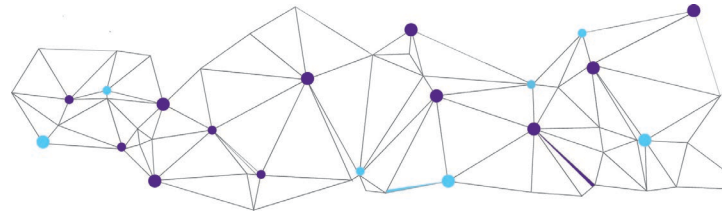
Practice 12: Volunteering at the UdG

Case study provided by: Unitat Compromís Social (Social Commitment Unit)

1. Description of community-engagement practice	
<p>Brief description of practice (Please use the sub-questions, if relevant.)</p>	<p>Non-regulated training on issues of social justice and solidarity in preparation for volunteering in social organizations in the region.</p>
<p><i>What are the main goals of the practice?</i></p>	<p>Through Volunteering, the UdG wants to influence the development of cross-disciplinary competencies in students that promote their overall development and contribute to their training as active and socially responsible citizens. Through this program, the university is committed to and involved with the region and contributes to the promotion of solidarity, equity and social justice.</p>
<p><i>What are the main activities?</i></p>	<ul style="list-style-type: none"> - Social commitment courses to raise awareness in the community and open to the entities with which we collaborate - Offer of voluntary activities so that the students carry them out in the entities of the region - Agreements with the entities for carrying out solidarity activities - Solidarity apartment



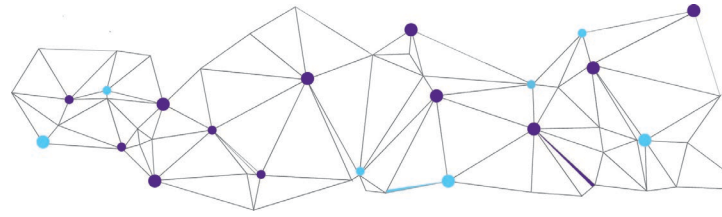
	<ul style="list-style-type: none"> - Society awareness: concert for human rights, cities defending human rights - Donations of material to entities (computers...)
<i>Who is organising the practice?</i>	Unitat de Compromís Social (Social Commitment Unit)
<i>Who initiated it?</i>	Government act from 2010-2011
Web link	https://www.udg.edu/ca/compromis-social/Arees/voluntariat
How is the community/target group with which you engage involved in the implementation of this practice?	<p>The volunteer program is basically focused on students.</p> <p>On the one hand, students carry out training courses designed by the Social Commitment Unit (UCS) or in conjunction with different entities or units of the UdG, in order to obtain knowledge focused on the various areas of the UCS (volunteering, cooperation, disability, sustainability, gender and health).</p> <p>On the other hand, they participate in solidarity activities in collaboration with entities and institutions both locally and internationally in order to put everything learned during the training courses into practice.</p>
2. Support for community engagement	
How does the university support this community-engaged practice?	Since 2004, the UdG has allocated 0.7% of its own study revenues, collaboration agreements in technology transfer, grants for research projects, other UdG's own revenues and voluntary contributions from the university community.
<i>Does the organizer have a formal budget?</i> <i>Does the university provide facilities and/or administrative support?</i>	Yes, the corresponding part of the aforementioned 0.7% and the service staff
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	Yes
<i>Is it a continuous or a 'one-off' collaboration?</i>	Continuous since 2010-2011
<i>Does the university give any form of recognition or promotion of the practice?</i>	
How do partners from the community support and value this practice?	Since the start of the volunteer program, in the 2010/11 academic year, a total of 144 collaboration agreements have been signed between various social entities and the UdG for carrying out solidarity and cooperation activities.



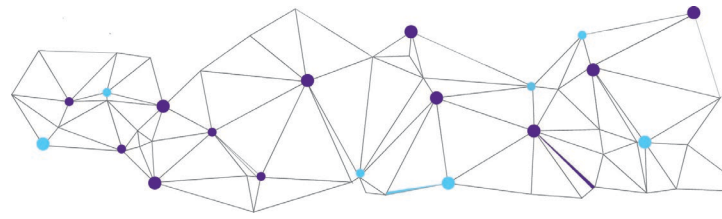
	The organizations evaluate the volunteer program annually and value very positively both the involvement of the students who have participated in the projects they have promoted and the service and attention received from the team of the Social Commitment Unit.
How do your peers and students support and value this practice?	Students who participate in the courses we offer from UCS assess the training and speakers who participate in the course and also reflect on how these courses differ from their undergraduate studies, how they believe that these new learnings can be applied in their professional and personal future and, finally, what this training has brought them. Regarding the activities, once completed, students self-assess both the knowledge and the skills and attitudes acquired.

Practice 17: Mathematical modelling of the human towers

1. Description of community-engagement practice	
Brief description of practice (Please use the sub-questions, if relevant.)	Mathematical modelling of the human towers
<i>What are the main goals of the practice?</i>	Security is a key element in the construction of human towers. To build towers safely it is crucial to understand the mechanisms that allow a castle to be built, maintained and, of course, the factors that can cause it to fall. This work is part of a larger project, proposed by the Coordinator of Colles Castelleres de Catalunya (Human Towers of Catalonia), whose ultimate goal is to determine the area around the base of the tower where the people are most likely to fall when the tower collapses. To get to this point, however, we must first understand the mechanical factors that allow us to build and maintain a tower, those that cause a fall and, finally, understand how, when and where the people forming the tower fall once its structure has broken.
<i>What are the main activities?</i>	Applied research, dissemination and support for forming human towers.
<i>Who is organising the practice?</i>	The Coordinator of Colles Castelleres de Catalunya with researchers from different Catalan and foreign universities
<i>Who initiated it?</i>	This project arose from the joint collaboration of the Coordinator of Colles Castelleres de Catalunya with researchers (mathematicians and engineers, some of them participants in human tower groups) from different Catalan and foreign universities.
Web link	https://arxiv.org/abs/2010.14248



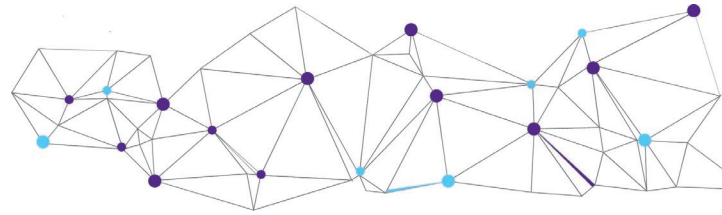
<p>How is the community/target group with which you engage involved in the implementation of this practice?</p>	<p>The Coordinator of Colles Castelleres de Catalunya, and the human tower world in general, has strong territorial roots, which have strengthened in recent years. It is a transversal world that encourages the integration and participation of its members in the community and the region in general.</p>
<p>2. Support for community engagement / Suport al compromís social/arrelament al territori</p>	
<p>How does the university support this community-engaged practice?</p>	<p>The person in charge of the project is a professor at the UdG (Marta Pellicer Sabadí, EDMA group, IMAE Department, EPS). And a collaboration agreement is signed between the different entities (managed by the OITT of the UdG).</p>
<p><i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i></p>	<p>No</p>
<p><i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i></p>	<p>No</p>
<p><i>Is it a continuous or a 'one-off' collaboration?</i></p>	<p>Seasonal</p>
<p><i>Does the university give any form of recognition or promotion of the practice?</i></p>	<p>Through the specific signed agreement.</p>
<p>How do partners from the community support and value this practice?</p>	<p>The external entities (Coordinator of Colles Castelleres de Catalunya, Foment de la Ciència i la Salut en el Món Castellèr) are very satisfied with the evolution of the project so far.</p>
<p>How do your peers and students support and value this practice?</p>	<p>It is a project with the participation of professors from different Catalan and foreign universities.</p>



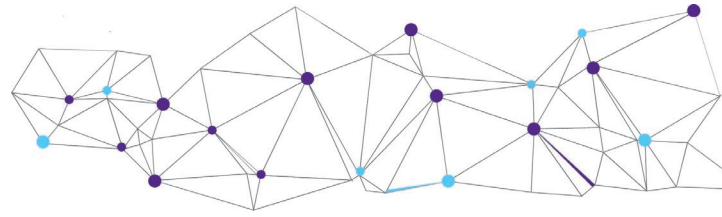
Practice 18: Teaching Innovation Network for Interdisciplinary Project Learning

Case study provided by: Mónica Gonzalez – Faculty of Education and Psychology - Department of Psychology

1. Description of community-engagement practice	
Brief description of practice (Please use the sub-questions, if relevant.)	
<i>What are the main goals of the practice?</i>	<p>The Teaching Innovation Network (TIN) for Interdisciplinary Project Learning is made up of teachers from different centres and departments of the UdG: Law, Geography, Business Organization and Management, Chemical Engineering, Psychology, Medical Sciences.</p> <p>Its work focuses on the development of interdisciplinary projects with the participation of students from different centres represented in the Network. The aim of these experiences is to promote the development of skills closely linked to the professional world such as teamwork and problem solving, with students participating outside the regular classroom, from a contextualized project that requires an interdisciplinary approach.</p>
<i>What are the main activities?</i>	Contextualized projects are proposed in the territory that require interdisciplinary work. The last two projects carried out were the MESSI project, a management model for a school canteen, and the UsdeGi project, the elaboration of a project for a disused space in a specific municipality in the Girona region.
<i>Who is organising the practice?</i>	The teaching staff involved in the TIN.
<i>Who initiated it?</i>	The Josep Pallach Institute of Education Sciences (ICE) promoted the creation of TIN based on the interests expressed by UdG teaching staff.
Web link	https://www.udg.edu/ca/ice/innovacio-docent/xarxes-dinnovacio-docent/xid-aprenentatge-per-projectes-interdisciplinari
How is the community/target group with which you engage involved in the implementation of this practice?	To date, three projects have been carried out that have involved teamwork from the students, based on the project-based learning methodology and service learning. All three projects are based on "real" needs from different municipalities that have been answered based on student input (supervised by the teachers involved in the network). These projects have been: the MESSI project, a management model for a school canteen in the Vall d'Aro, the UsdeGi project, the elaboration of a project for a disused space in Sarrià de Ter and the TÒPICS project, focused on the development of projects to encourage integration between peoples and cultures in the Santa Eugènia neighbourhood of Girona.



2. Support for community engagement	
How does the university support this community-engaged practice?	
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i>	The network is under the umbrella of the ICE and, therefore, enjoys its own budget and the support of this UdG service.
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	Yes, it is a strategic line of the UdG.
<i>Is it a continuous or a 'one-off' collaboration?</i>	It is a continuous collaboration, with the recognition and support of the ICE Josep Pallach.
<i>Does the university give any form of recognition or promotion of the practice?</i>	Yes, every year the ICE Josep Pallach issues a certificate to the teachers involved in the Teaching Innovation Network. Attendance at university teaching conferences is also facilitated through the budget allocated to the TIN.
How do partners from the community support and value this practice?	The external actors who have collaborated in the different experiences value them very positively and have seen them as a contribution that the university can make to the region.
How do your peers and students support and value this practice?	The three experiences carried out by the network have been very satisfactory for both students and teachers as they respond to "real" needs of the region while developing skills that can be difficult to achieve in the classroom, such as interdisciplinary learning.



Practice 19: UdG Education Week

1. Description of community-engagement practice	
Brief description of practice (Please use the sub-questions, if relevant.)	FILE 19 UdG Education Week
What are the main goals of the practice?	Organize training activities related to education and open to the whole community
What are the main activities?	4 days of conferences and workshops to address issues related to education and open to the public (students, active teachers, parents and other interested groups),
Who is organising the practice?	Associació d'Estudiants dels Estudis de Mestre (ASEM UdG) (Student association for Early years teaching)
Who initiated it?	Associació d'Estudiants dels Estudis de Mestre (ASEM UdG)
Web link	https://asemudg.wordpress.com/ https://www.udg.edu/ca/viu/participacio/associacions
How is the community/target group with which you engage involved in the implementation of this practice?	Sending proposals or becoming involved in the organization and implementation of the planned actions.
2. Support for community engagement	
How does the university support this community-engaged practice?	The UdG finances the project, cedes the spaces where the activities take place and offers attendance by students of the Faculty to be recognized with its academic recognition.
Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?	Yes
Does the practice fit in a broader strategy or framework of the organizer (the university)?	Yes
Is it a continuous or a 'one-off' collaboration?	Continuous at faculty level
Does the university give any form of recognition or promotion of the practice?	Yes. It recognizes it in terms of credits in the curriculum and it promotes the activity.
How do partners from the community support and value this practice?	ASEM asks each user who has participated in an activity of the Education Week to assess the experience through a questionnaire that assesses both

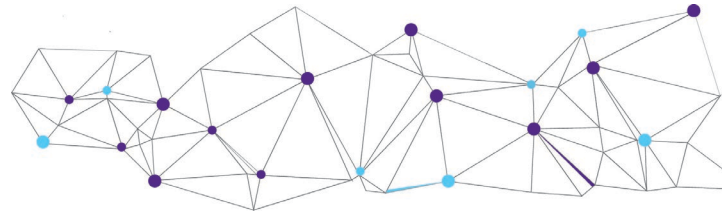


	qualities of the trainer, workshop or lecturer, and the significance of the topic and the coherence of the subject with the diffusion made.
How do your peers and students support value this practice?	Students are precisely responsible for Education Weeks. They are the ones who benefit from everything that comes with the responsibility of organizing events of this nature. In addition, they are one of the focal points of the target audience, and they highly value being able to complement their academic training with activities such as those proposed.

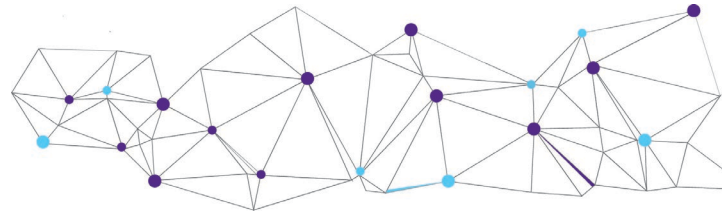
Practice 25: Relations with Secondary and Primary Education

Case study provided by: We group in this file Institutional practices (ACRI, ICE); practices promoted by centres, or from specific people from the teaching and research staff.

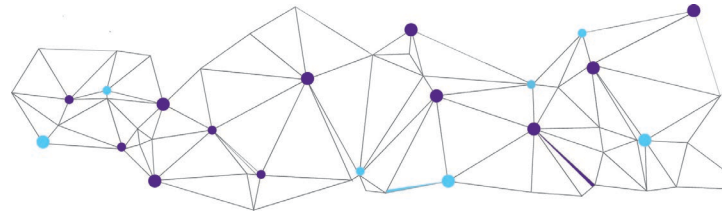
1. Description of community-engagement practice	
Brief description of practice <i>(Please use the sub-questions, if relevant.)</i>	<p>Activities aimed at creating relationships between the earlier educational stages and the Universitat de Girona.</p> <p>They are very varied: conferences and competitions with the presence of students at the university; open days; information sessions in secondary schools, ongoing training of secondary school teachers, among others.</p>
<i>What are the main goals of the practice?</i>	To relate secondary education and university. Also, to promote the university.
<i>What are the main activities?</i>	<p>Examples for high school:</p> <p>Thematic Olympics (these are thematic competitions that are held once a year and are organized in various university centres).</p> <p>Pre-BAT Campus, Young Research Campus and Summer Campus of Magic and Science (these are days in which high school students stay at the university to learn about experiences of research groups and to know the facilities, such as the Library). Underwater Robotics Workshops could also be added.</p> <p>Prizes for the research work of the Social Council and the CRACS Congress (Research Congress for Secondary School Students): these are two types of prizes for the research work carried out by students during their last year of upper secondary school/Baccalaureate. The first is a prize for written work, and the second a prize for the defence of work in a video.</p> <p>Library: Face-to-face activity in workshop format that takes place in spaces of the Library (Barri Vell and Montilivi) and the Faculty of Arts. The general aim is to bring the University and its services closer to pre-university students, and is aimed at high school students who are preparing for their research projects.</p> <p>First Lego League Girona: FIRST LEGO League (FLL) is an international program, with a presence in 62 countries, which promotes interest in learning among young people aged 10 to 16 by inviting them to have fun and get excited with science and technology. FLL challenges their ability to innovate and find real solutions to problems of today's society,</p>



	<p>through the development of scientific projects and the construction and programming of autonomous robots.</p> <p>The goal of the FLL is to promote skills in science, technology, engineering and maths; to contribute to the creation of scientific and technological vocations by means of a proven formula and with motivating contents and to stimulate the participation in high impact and value scientific and technological projects.</p> <p>Examples for Primary Education: Girobòtica Competition, Tecnorepte Competition, Science Fair for young great scientists (fair held in the streets of the city of Girona).</p>
<i>Who is organising the practice?</i>	Multiple organizers: governing body, schools, staff initiatives, research groups, the Institute of Education Sciences, among others.
<i>Who initiated it?</i>	
Web link	<p>https://www.udg.edu/ca/secundaria This link is for secondary activities. The primary activities have other links.</p> <p>Girobotica: http://www2.udg.edu/tabid/20648/Default.aspx</p> <p>Tecnorepte https://www2.udg.edu/projectes/Tecnorepte/Presentacio/tabid/20863/language/ca-ES/Default.aspx</p> <p>Science Fair for young great scientists (fair held in the streets of the city of Girona). https://www.udg.edu/en/fep/facultat-deducacio-i-psicologia/detall-noticies/eventid/6760</p> <p>Examples for teacher training:</p> <p>The Josep Pallach ICE of the Universitat de Girona has a unit of non-university training that organizes and promotes the permanent training for teachers of infant, primary, secondary and vocational education that are included in the Training Plan of the Department of Education from the Government of Catalonia.</p>
How is the community/target group with which you engage involved in the implementation of this practice?	Participating in the proposed activities, or requesting the presence of the university in its centres. Sometimes co-organizing.
2. Support for community engagement	
How does the university support this community-engaged practice?	The activities of competitions and conferences organized by the UdG have an assigned annual budget, in addition to personal resources from the ACRI's own service (Communication and Institutional Relations Area). The rector's delegate for Promotion and Dissemination is responsible for this.



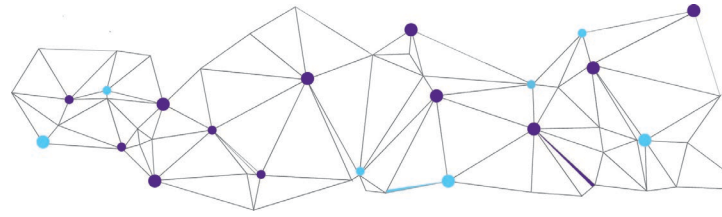
	Regarding teacher training, there is an agreement between the ICE of the UdG and the government of Catalonia.
<p><i>Does the organizer have a formal budget?</i></p> <p><i>Does the university provide facilities and/or administrative support?</i></p>	Yes, we have assumed actions that have some kind of support and that are carried out every year.
<p><i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i></p>	Yes
<p><i>Is it a continuous or a 'one-off' collaboration?</i></p>	Continuous
<p><i>Does the university give any form of recognition or promotion of the practice?</i></p>	There is usually recognition for participants, but not for organizers.
<p>How do partners from the community support and value this practice?</p>	<p>They are very positively valued. These are consolidated experiences that are all valued by the participants.</p> <p>The same goes for ongoing teacher training. In this case, we try to make demands on the university so that it can respond with the necessary courses for each moment and each context.</p>
<p>How do your peers and students support and value this practice?</p>	It is assumed that these activities exist. College students do not have a direct relationship with them. In the cases of teaching and research staff or administrative and service staff, there are people who are very involved and others who probably do not know enough about these practices.



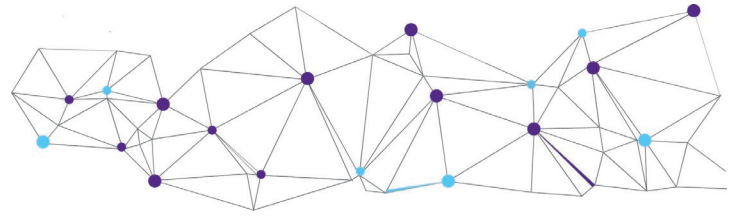
Practice 28: Eco-solidarity allotment of the UdG

Case study provided by: Sustainability Area of the Social Commitment Unit

1. Description of community-engagement practice	
Brief description of practice (Please use the sub-questions, if relevant.)	The Hort Ecosolidari is a social reintegration project through the use of an allotment for organic farming. It is aimed at users of the Reception Centre of Girona City Council (La Sopa) and users with intellectual disabilities of the Ramon Noguera Foundation. Students of the UdG Volunteer Program also participate in the project. It also aims to achieve harvests with products of high quality and nutritional value, as all the production from the garden is destined for social dining rooms.
<i>What are the main goals of the practice?</i>	The overall training of the students, the return-to-work scheme and the relationship with social organizations.
<i>What are the main activities?</i>	Achieve harvests with high quality products and nutritional value, as all the production of the allotment is destined for social dining rooms.
<i>Who is organising the practice?</i>	Sustainability Area of the Social Commitment Unit
<i>Who initiated it?</i>	Sustainability Area of the Social Commitment Unit
Web link	https://www.udg.edu/ca/compromis-social/bloc-hort-ecosolidari https://www.udg.edu/ca/compromis-social/arees/sostenibilitat/en-que-treballem/espais/tractament-despais
How is the community/target group with which you engage involved in the implementation of this practice?	Each group participates directly in the daily tasks of the allotment to the extent of their abilities. Participation: - People in a situation of severe poverty or exclusion, homeless people (users of the La Sopa de Girona reception centre): 6 - Adults with intellectual disabilities (currently users of the Ramon Noguera Foundation Group): 30 - UdG students, University communities: 95 Academic projects: - Social Education degree final project: 1 - Environmental Science degree projects: 4 - Business Internships: 5
2. Support for community engagement	
How does the university support this community-engaged practice?	The Sustainability Area of the Social Commitment Unit (UCS) is responsible for the implementation, monitoring and review of the Greening Plan within which the Hort Ecosolidari project is framed. The UCS allocates an annual grant to coordinate the tasks of the garden, the expenses that may arise from the proper functioning of the activity and at the



	<p>same time, gives it administrative support. The La Sopa Reception Centre takes care of purchasing the plants and the consumption of water for irrigation. The rest of the material such as fertilizer, tools, etc., comes from donations from local businesses and shops.</p>
<p>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</p>	<p>Yes</p>
<p>Does the practice fit in a broader strategy or framework of the organizer (the university)?</p>	<p>Yes</p>
<p>Is it a continuous or a 'one-off' collaboration?</p>	<p>Continuous</p>
<p>Does the university give any form of recognition or promotion of the practice?</p>	<p>Academic recognition credits for volunteer students and scholarship for the student coordinating the project.</p>
<p>How do partners from the community support and value this practice?</p>	<p>From its beginnings, it is a project that is valued very positively both within and outside the UdG, since, with its desire to help people at risk of exclusion, it was born in a context of global crisis that has had a severe impact on these most vulnerable groups.</p> <p>It is also very well valued for not using any synthetic chemicals in fertilizers and pest control.</p> <p>An indicator of this recognition is the involvement of different companies and local businesses in the project that offer contributions such as:</p> <ul style="list-style-type: none"> • Ramon Noguera Foundation: Providing tools and maintenance services. Since the 2014/2015 academic year, a regular collaboration has begun with groups of users of the foundation to develop activities related to the allotment. • Associació Girona CCU: one-off financial contributions for the acquisition of materials • Agrocomerç Morera: Donation of 100% of the plants in the first year and 50% discount in subsequent years • Ferreteria Puig: Donation of gardening tools • Recuperació de Palets Casas S.A.: Donation of pallets for the construction of different infrastructures in the allotment • Bauhaus: Donation of garden furniture and a cultivator • Granja Can Amat: donation of organic fertilizer • Granja La Selvatana: donation of organic fertilizer • Banc de Llavors de la Garrotxa: donation of seeds of local varieties
<p>How do your peers and students support and value this practice?</p>	<p>It is a project highly valued by the entire university community in which around a hundred UdG volunteers have already participated. It is also worth noting the involvement of the teaching and research staff supporting research activities related to the garden such as soil analysis and compost and earthworm quality,</p>

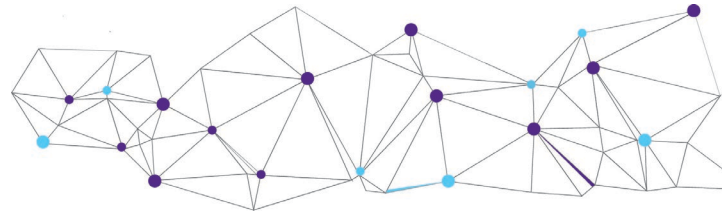


	advice on plant pathology, production of products for fertilization and pest treatment, advice and design of teaching materials, etc.
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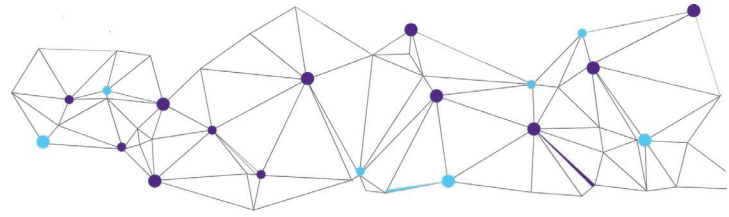
Practice 29-40: Internships at the University Business Office

Case study provided by: University Business Office

1. Description of community-engagement practice	
<p>Brief description of practice (Please use the sub-questions, if relevant.)</p>	<p>The University Business Office is a service of the Universitat de Girona aimed at promoting the employment of students and university graduates by offering professional guidance and workshops to facilitate their incorporation into the labour market and entrepreneurship.</p> <p>UdGOcupació consists of a Job Bank from which job offers are processed to put companies in contact with students and graduates actively searching for work and, since the 2018-19 academic year, it also includes the School of Skills.</p> <p>UdGOcupació is also a service for companies. From the internship platform, offers are processed to do internships in companies and thus complement the training of students at the Universitat de Girona. For example, in this context, during the pandemic, the recruitment of students on employment assistance contracts was undertaken with students who were at the end of their training. They worked in health organizations instead of doing internships, while maintaining and guaranteeing the training capacity of this activity, but helping effectively in the health emergency.</p> <p>There are also specific programs, such as “Consolida’t” and “GInnova,” for students who are already graduates. Training and advice are offered, along with services to help self-employment.</p>
<p>What are the main goals of the practice?</p>	As explained above



<i>What are the main activities?</i>	As explained above
<i>Who is organising the practice?</i>	The University Business Office
<i>Who initiated it?</i>	Institutional initiative, several years ago (we don't know the exact year)
Web link	https://www.udg.edu/ca/udgocupacio/
How is the community/target group with which you engage involved in the implementation of this practice?	Participating in the offers and demands of the services and of the activities and practices proposed.
2. Support for community engagement	
How does the university support this community-engaged practice?	It is a service of the UdG with this purpose.
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i>	Yes, current expenses, like all services, in addition to the people who work there. It also has an assigned budget.
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	Yes
<i>Is it a continuous or a 'one-off' collaboration?</i>	Continuous
<i>Does the university give any form of recognition or promotion of the practice?</i>	Yes, depending on the service the student chooses. Typically, certification, or recognition credits. Sometimes the service simply offers advice, or offers jobs.



How do partners from the community support and value this practice?	The same service collects evaluations, which are very positive overall.
How do your peers and students support and value this practice?	The same service collects the evaluations, which are very positive overall.

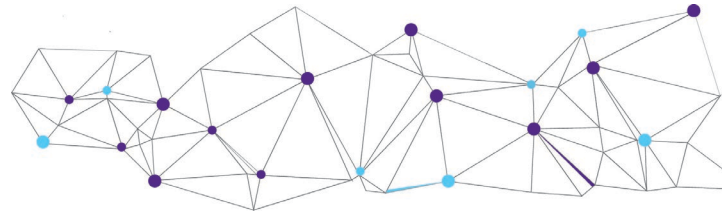
Practice 32: Expertise and social transformation course

Case study provided by Anna Planas and Maria Pallisera – Degree in Social Education, Faculty of Education and Psychology.

1. Description of community-engagement practice	
Brief description of practice (Please use the sub-questions, if relevant.)	
<i>What are the main goals of the practice?</i>	<p>Expertise and Social Transformation is an optional subject in the Degree in Social Education (ES) studies at the Universitat de Girona (UdG) with 3 ECTS credits (75 hours), which began in the 2019/2020 academic year. The subject is part of the activities of the Teaching Innovation Group; Narrative in Social Education and has been promoted by the coordinators of the Degree in ES.</p> <p>This subject is configured as a space for analysis, reflection and creation shared by 3rd and 4th year students of the Degree in Social Education and experts, due to their experience (visiting students), as users of different services and projects where social educators work. The aim is to break down barriers, share knowledge and enhance dialogue between future professionals and service users to reduce distances and share spaces of power.</p>
<i>What are the main activities?</i>	It is an optional subject with face-to-face sessions in which active methodologies are applied and the participation of participants is encouraged. The subject is structured in three training units and experts are invited to talk about the topics raised. Group work with mixed groups of students is central to the development of activities.
<i>Who is organising the practice?</i>	The teachers of the subject with the support from the coordinators of the Degree in Social Education.
<i>Who initiated it?</i>	The teachers of the subject.



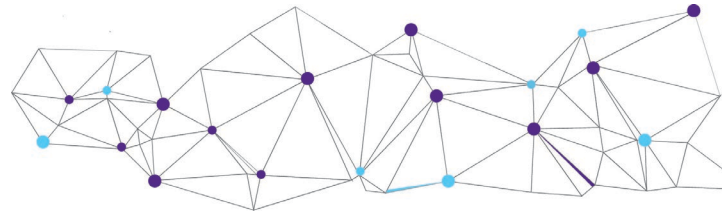
Web link	https://www.udg.edu/ca/ice/innovacio-docent/grups-dinnovacio-docent/gid-narratives-en-educacio-social/publicacions-gid-nes
How is the community/target group with which you engage involved in the implementation of this practice?	Every year, 11 "visiting" students take part in the course, who are people who use socio-educational services in the area. The "visiting students" or users of services are selected from the proposals made by the 12 entities, companies and administrations that are involved in the experience (Associació Amunt i Crits, Càritas Diocesana de Girona, Consell Comarcal de l'Alt Empordà, Consortium Centre for Reception and Social Services "La Sopa", the Güell Espai Jove, Mercè Fontanilles Foundation and Resilis Private Foundation (Employment Program (PIL) Riu Ter), Ramon Noguera Foundation, Ser.Gi Foundation, TRES Foundation, ATRA Group- ATART Day Centre, and Educational Platform). Likewise, these entities and institutions have participated in the design of the subject and are regularly informed of its development. Some of the professionals linked to the entities and institutions have participated in occasional sessions with students.
2. Support for community engagement	
How does the university support this community-engaged practice?	
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i>	The activity has the support of the Office of the vice-rector for Territory and Social Commitment of the UdG. It also has all the administrative support of the Faculty of Education and Psychology (FEP). In the two editions implemented, the subject has had the support of the Vice-Dean of Territory and Social Commitment. The Vice-Dean's Office has sought resources to cover the enrolment of the 11 visiting students who enrol in the course each year. Despite the efforts, a formula to consolidate funds should be sought to stabilize the initiative. The cost to the UdG is the enrolment in 3 ECTS of the 10 or 11 visiting students per year.
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	Yes, it is a strategic line of the Degree in Social Education.
<i>Is it a continuous or a 'one-off' collaboration?</i>	It is a continuous practice at the level of FEP but needs important management to find annual funding.
<i>Does the university give any form of recognition or promotion of the practice?</i>	The FEP recognizes participation of visiting students with a certificate of attendance in the subject. It is recognized as 3 ECTS credits. The activity is promoted on different social networks.
How do partners from the community support and value this practice?	The 12 entities, companies and administrations that are involved in the experience (Associació Amunt i Crits, Càritas Diocesana de Girona, Consell Comarcal de l'Alt Empordà, Consortium Centre for Reception and Social Services "La Sopa", the Güell Espai Jove, Mercè Fontanilles Foundation and Resilis Private Foundation (Employment Program (PIL) Riu Ter), Ramon Noguera Foundation, Ser.Gi Foundation, TRES Foundation, ATRA Group- ATART Day Centre, and Educational Platform who support



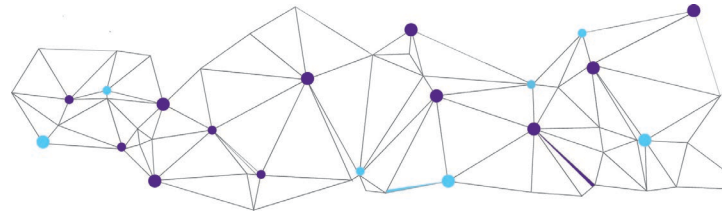
	<p>the activity, contribute ideas, and propose candidates to participate in the subject.</p> <p>The assessment of the first edition was very positive and more and more entities are joining the initiative.</p> <p>Nevertheless, for reasons of sustainability and cost of the project, it is necessary to be prudent with the incorporation of visiting students from more entities.</p>
<p>How do your peers and students support and value this practice?</p>	<p>The evaluations of the students, both of the Degree and of the visitors, from both editions completed are very positive. Students value the subject very positively for its horizontal and approachable nature. An approach that can contribute to a paradigm shift in the field of socio-educational action.</p> <p>Breaking prejudices, working on bonding, learning to manage emotions and being able to assess how people using services view the figure of the social educator, assessing the expertise of users and the need to respect it, strengthening values such as inclusion and deepening in the professional identity are the main learnings that the students of the degree have acquired thanks to this subject.</p> <p>The experience is closely monitored by study coordinators from other degrees of the Faculty of Education and Psychology for a possible experience to be replicated, especially in the Degrees in Social Work, Pedagogy and Psychology.</p>

Practice 33: Experiences in research-action for the co-construction of knowledge between professionals and researchers

1. Description of community-engagement practice	
<p>Brief description of practice (Please use the sub-questions, if relevant.)</p>	<p>Experiences in research-action for the co-construction of knowledge between professionals and researchers</p>
<p><i>What are the main goals of the practice?</i></p>	<p>The purpose of the experiences is to work on the co-creation of knowledge between professionals of socio-educational intervention and researchers of the UdG.</p> <p>The aim is to respond to specific needs of the region and share knowledge and experiences.</p> <p>AIMS:</p> <ul style="list-style-type: none"> • Each working group deals with a theme that it defines (health promotion in young people, youth in immigration contexts, social services, etc.).



	<ul style="list-style-type: none"> The specific objectives as well as the work proposals and the methodology are agreed upon all the members of the group.
<i>What are the main activities?</i>	The main activities are specified in each action research group, choosing in each case the project or work program on which to focus their attention.
<i>Who is organising the practice?</i>	The promotion of each group is done by the researchers. These researchers are part of the different research groups of the UdG and the option for this type of work is a particular option in each case.
<i>Who initiated it?</i>	
Web link	There is no website for this research modality. But an example of the work done in one of these groups can be seen on this website: http://salutjove.udg.edu/ca/
How is the community/target group with which you engage involved in the implementation of this practice?	<p>The groups are led by one or two researchers from the UdG. They have a stable working group about 10-12 professionals and academics. They meet monthly in working sessions of between 2 or 3 hours.</p> <p>The administrations, entities and companies in which the professionals work facilitate their participation, support the dissemination of the results and incorporate (as far as possible) the learning and resources generated within the institutions.</p>
2. Support for community engagement	
How does the university support this community-engaged practice?	
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i>	Funding is provided by different specific projects, often linked to public calls outside the UdG.
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	No
<i>Is it a continuous or a 'one-off' collaboration?</i>	They are internships with temporary collaborations determined by the projects proposed and the funding they receive. They are not the result of an institutionalized strategy.
<i>Does the university give any form of recognition or promotion of the practice?</i>	No
How do partners from the community support and value this practice?	The assessment has been very satisfactory by all participants, although they feel that it is not easy to share these spaces, time and resources institutionally.
How do your peers and students support and value this practice?	All the experiences have generated knowledge that has been disseminated through conferences, papers and other publications.

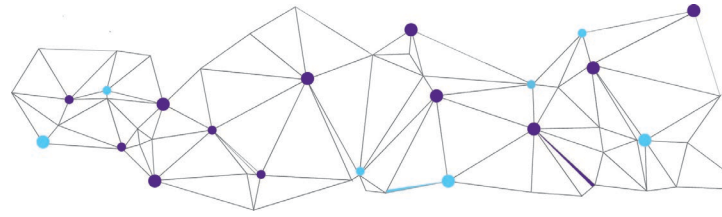


	One of the groups has generated a database of projects, and another has created a web application for self-evaluation of the health promotion in secondary schools, etc.
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Practice 34: Campus Sectors at the Universitat de Girona

Case study provided by: Delegate of the Rector for Territory and Sustainability

1. Description of community-engagement practice	
Brief description of practice (Please use the sub-questions, if relevant.)	This is the establishment of platforms for collaboration between different structural units, research groups and agents of the Universitat de Girona where the main objective is to proactively facilitate the relationship between companies / institutions in the socio-economic sector and the Universitat de Girona, on the basis of a priori mutual knowledge and the promotion and maintenance of a continuous relationship through a personalized and unique dialogue with the Universitat de Girona. Currently, 10 sector campuses have been consolidated: Water, Tourism, Food and Gastronomy, Cultural and Corporate Communication, Composites, Health, Cultural and Natural Heritage, Cohesion and Social Commitment, Robotics, Innovation and Industrial Technology.
<i>What are the main goals of the practice?</i>	The structuring of a territorial system of innovation in the Girona region through the creation, promotion and consolidation of innovative sectorial ecosystems in the strategic areas of the province.
<i>What are the main activities?</i>	Specifically in two ways: capturing the needs and interests of companies and institutions in the sector and bringing them to the UdG research groups that can meet these needs, and putting research groups in contact with companies and institutions that can potentially be interested in the research and services they offer.
<i>Who is organising the practice?</i>	The activity is organized by the director of the campus sectors and the technical service (usually one technician for each campus).
<i>Who initiated it?</i>	It started from the PECT (Projects of specialization and territorial competitiveness) "Girona, innovative ecosystem" (G003-000603), a project co-financed by the European Regional Development Fund of the European Union in the framework of the Operational Program FEDER of Catalonia 2014 - 2020 and the Diputació de Girona
Web link	https://www.udg.edu/ca/estructura/campus-sectorials
How is the community/target group with which you engage involved in the implementation of this practice?	Companies and institutions in a given sector can transmit needs and interests so that the sectoral campuses can send them to the UdG's research groups, thus establishing subsequent collaborative relationships in some of the various fields.

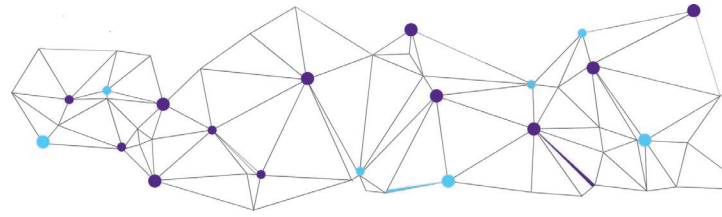


2. Support for community engagement	
How does the university support this community-engaged practice?	It supports it by offering the facilities and equipment of the University, offering staff for its management, co-financing the technical staff that makes its operation possible.
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i>	Yes, campuses have annual budgets that basically include the expenditure of technical staff and the teaching rebates of management staff.
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	Yes, especially in the mandates of the institution, such as the current one, which attaches great importance to the University's relations with the institutions of the region, the sectoral campus policy is considered strategic to create stable territorial links with the surrounding region.
<i>Is it a continuous or a 'one-off' collaboration?</i>	It is a continuous, stable practice.
<i>Does the university give any form of recognition or promotion of the practice?</i>	The activities generated by the sectoral campuses are more recognized in the field of knowledge transfer, and the recognition of this activity is carried out by the state or regional university agency for quality. Within the University, however, it is not recognized differently.
How do partners from the community support and value this practice?	On the positive side, as it is the University that adapts to the needs of the institutions that demand expertise. Many institutions are also satisfied because the alliance allows them to apply for competitive funding to carry out projects that could hardly be tackled alone.
How do your peers and students support and value this practice?	Teaching staff can participate in any of the areas of expertise and their activities if they belong to a research group with a demand for projects. Students do not usually participate directly in sector campus activities.

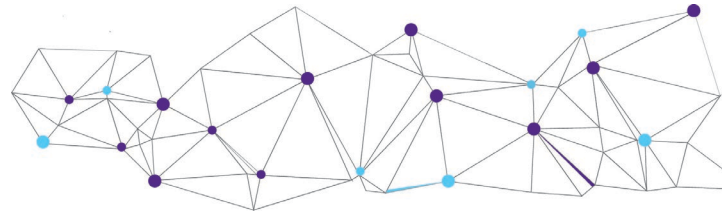
Practice 36: Girona Foundation - Region of Knowledge

Case study provided by Delegate of the Rector for Territory and Sustainability

1. Description of community-engagement practice	
Brief description of practice <i>(Please use the sub-questions, if relevant.)</i>	It represents the renewal of the name and functions of an existing Foundation called Girona, University and Future. In 2020, this was relaunched with the objectives of promoting relations between public and private institutions and the University, and agreeing collaboration commitments, promoting regional policies for a knowledge society and accompanying the agents involved in the region towards common objectives, to promote instruments to facilitate knowledge-producing agents and knowledge-receiving agents access to competitive funding, to promote technological innovation and the digitalisation of the University, the socio-cultural sector and the socio-economic sector.
<i>What are the main goals of the practice?</i>	The promotion of regional initiatives for the transfer of knowledge, innovation and socio-cultural and socio-economic development.

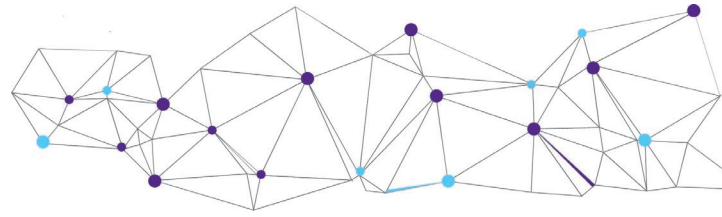


<i>What are the main activities?</i>	<ul style="list-style-type: none"> -Contribute to the financing of the Chairs and Sectorial Campuses of the Universitat de Girona -Collect and analyse the volume and data of R & D & I at regional level to allow evaluation of the results and to make own policies. -Introduce and endow scholarships, grants and subsidies for the accomplishment of the mentioned aims. - Contribute to the financing of the Rossinyol project
<i>Who is organising the practice?</i>	The Board of Trustees of the Foundation is made up of the Diputació de Girona (Girona Provincial Council), Girona City Council, the Girona Chamber of Commerce and the Universitat de Girona.
<i>Who initiated it?</i>	The relaunch was proposed by the Universitat de Girona, which led the process.
Web link	www.udg.edu
How is the community/target group with which you engage involved in the implementation of this practice?	Different participation. In the case of the UdG chairs, they are beneficiaries of a subsidy in return for activities, which must then be reported to the Universitat de Girona, and this to the GRC Foundation. In the case of the Sectorial Campuses, it will be the working framework of its technicians, and therefore the Foundation gives the necessary support so that they are developed and put in service in the region of Girona.
2. Support for community engagement	
How does the university support this community-engaged practice?	Participating in the Board of Trustees of the Foundation, offering staff for the position of director and secretary, and offering an annual contribution for its operation.
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i>	Yes, it has an approved official budget of almost 400,000 euros, and the administrative support comes from this budget.
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	Absolutely. The regional strategy of the Chairs and Sectorial Campuses are strategies of the University. As are social engagement strategies such as the Rossinyol project.
<i>Is it a continuous or a 'one-off' collaboration?</i>	It is an institutionalized practice, regulated by the private foundation.
<i>Does the university give any form of recognition or promotion of the practice?</i>	The promotion is carried out by the Foundation itself, but the University often mentions it as an element of its strategies.
How do partners from the community support and value this practice?	Very positively, especially those who are part of the Board of Trustees of the Foundation.
How do your peers and students support and value this practice?	Knowledge of the Foundation's work is not widespread so far, but given that it provides financial support for University initiatives, it is understandable that it is valued.



Practice 37: UdG student associations

1. Description of community-engagement practice	
Brief description of practice (Please use the sub-questions, if relevant.)	UdG student associations
<i>What are the main goals of the practice?</i>	<p>The associations of the UdG are key to promoting the impetus of many initiatives and a complementary channel to encourage the participation of members of the university community in cultural, leisure, social, professional and other activities.</p> <p>Therefore, it is of great importance to make these associations a basic tool from which members of the community can participate in university life, get information and develop activities that promote their overall training and relationship with others.</p> <p>UdG students are grouped together from ideological or cultural confluences, in associations that aim to establish links with the rest of society and to promote extra-curricular, highly diverse and invigorating activities.</p>
<i>What are the main activities?</i>	
<i>Who is organising the practice?</i>	<p>The groups of students themselves organized through the Council of the UdG Student Associations.</p> <p>It is the highest representative body of the Council made up of a member of each association registered at the Universitat de Girona. It meets several times a year, in which the most important decisions of the council are made. For example, the election of the Coordinator of the council, secretary, the creation of committees, organization of bars at the Girona Sant Narcís town fair...</p>
<i>Who initiated it?</i>	
Web link	https://www.udg.edu/ca/viu/participacio/associacions
How is the community/target group with which you engage involved in the implementation of this practice?	<p>Students, administrative and service staff, teaching and research staff interact and participate in a wide variety of interests. There are about twenty active associations at the UdG. From political organizations to cultural action groups, from associations that aim to establish links with the business world or with other European associations, to others that link students based on beliefs religious or leisure activities.</p> <p>The extracurricular activity of students is highly diverse and invigorating, and throughout the city the vitality of this academic world and a unique way of understanding the university is perceived, rooted in the Girona area and a driver of leisure, social and cultural activities.</p> <p>Living the UdG means taking advantage of all the resources offered by the University: from the information that every student needs to move around campus to language learning; from participation in associations of a very diverse nature to involvement in</p>



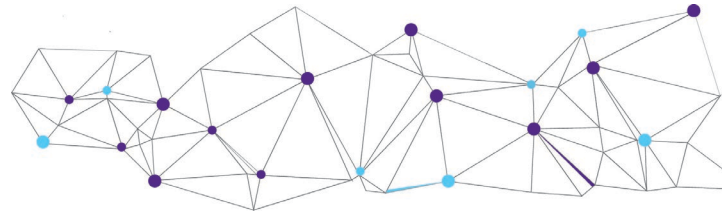
	sports activities. Living the UdG is to enjoy these advantages and a level of proximity and knowledge that is beneficial for studies and intellectual reflection.
2. Support for community engagement	
How does the university support this community-engaged practice?	It is handled by the Office of the Vice-rector for Students and Employment. The associations present an annual report, request a budget and follow regulations.
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i>	Yes. Support through the Office of the Vice-rector for Students and through recognizing and incorporating their presence in the structure and body of the University. These recognize the Student Council, allocating space and resources for its activity and operation.
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	Yes
<i>Is it a continuous or a 'one-off' collaboration?</i>	Continuous
Does the university give any form of recognition or promotion of the practice?	
How do partners from the community support and value this practice?	
How do your peers and students support and value this practice?	



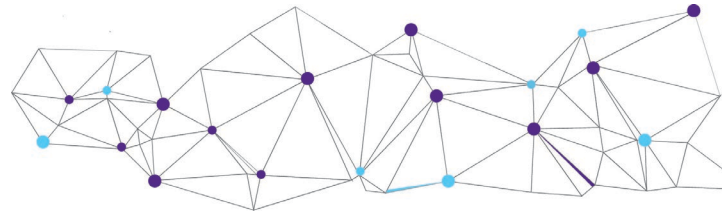
Practice 39: University training program for people over 50 years of age.

Case study provided by Office of the Vice-rector for Territory and Social Commitment. Head of unit: *Sílvia Lloveras Pimentel*, Head of the Social Commitment Unit. Director, academic head: *Sílvia Llach Carles*, Vice-Rector for Territory and Social Commitment. *formacio50@udg.edu*

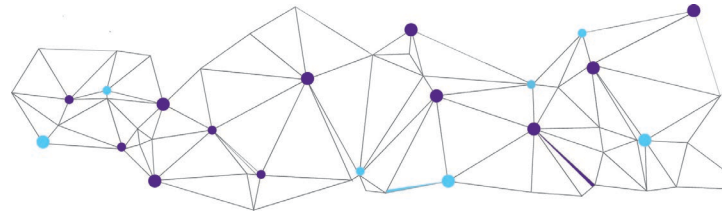
1. Description of community-engagement practice	
<p>Brief description of practice (Please use the sub-questions, if relevant.)</p>	<p>The expression "lifelong learning" and the lifelong learning process are the ideas of the Josep Torrellas program. The right to education must be protected, extended and made easier for all citizens to undertake. Education is a process of change and improvement in people and new forms of access to the university must be envisaged.</p> <p>This program is intended to offer people over the age of 50 the opportunity to study at university by taking training itineraries related to the various specialties offered at the Faculties and Schools of the UdG. Given that the ultimate purpose of this initiative is to provide people over 50 with a space for knowledge, reflection and intergenerational dialogue, which, unlike regulated studies, does not imply the aim is always for professional reasons.</p> <p>The Josep Torrellas University Studies Program for People Over 50 is a training program that aims to help people over the age of 50 who have academic curiosity, seek personal enrichment or want to complete their professional experience, recycle or update knowledge. They can enrol in some subjects taught at the UdG without having to follow the itineraries established for obtaining university degrees.</p>
<p><i>What are the main goals of the practice?</i></p>	<ul style="list-style-type: none"> • Provide and promote intra / intergenerational relations. • Provide multi-disciplinary university training that facilitates the development of autonomous learning. • Disseminate, expand, update, recycle knowledge and culture among the people of this group. • Open and diversify the options of active life in outside of work contexts. • Encourage the personal development of the abilities and values of people over the age of 50 from the perspective of lifelong learning. • Promote the importance of learning as a basis for health. • Guarantee a level of university training for the whole population and especially for the group to which the Program is intended.
<p><i>What are the main activities?</i></p>	<p>In order to promote other ways of continuing education, the program supports the Classrooms for university extension, organizes each year the "Update" seminars of specialized university training, gives different specific training courses organized each academic year by the Unit of</p>



	Social Commitment and offers the possibility of participating in volunteer programs in social organizations and different organizations in the Girona region with which the University collaborates.
<i>Who is organising the practice?</i>	Social Commitment Unit and teaching centres
<i>Who initiated it?</i>	2005-2006 academic year, institutional initiative
Web link	https://www.udg.edu/ca/compromis-social/arees/formacio-50/programa-josep-torrellas
How is the community/target group with which you engage involved in the implementation of this practice?	If we focus on how this group participates in the implementation of commitment to the region and society, we see that it covers different types of projects and activities that are included in various services and structures of the Universitat de Girona, all related to the contribution of the university to the achievement of the SDGs.
2. Support for community engagement	
How does the university support this community-engaged practice?	The Training Program for over-50s is the UdG's own Program
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i>	The annual budget allocated to support the Josep Torrellas Program is 5,000 euros. In addition, the UdG makes the entire catalog of services and resources available to available to the students of the Program them as students of the University (transport, student card, library, language service, mobility and exchange, computer science, insurance, psychological care, volunteering, among others). In terms of administrative support, the Social Commitment Unit, on which the area of university training for the over 50s depends, has an administrative person in charge who is responsible for the organization and coordination of the program.
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	Yes
<i>Is it a continuous or a 'one-off' collaboration?</i>	Continuous
<i>Does the university give any form of recognition or promotion of the practice?</i>	Yes, certification of the subjects studied.
How do partners from the community support and value this practice?	According to the data we present annually in collaboration with the Xarxa Vives, a non-profit institution that represents and coordinates the joint action of 22 universities and promotes the cohesion of the university community by strengthening the projection and impact of the university in society, participation and interest in senior training is constantly growing, with the main motivation being the opportunity to learn.

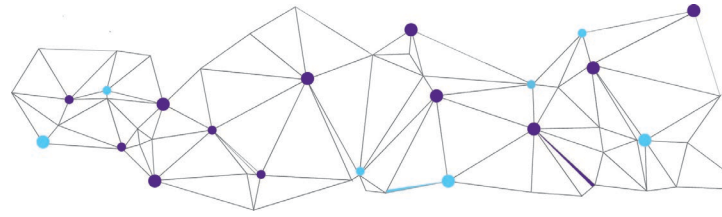


	<p>External actors, teachers, administrative staff, associations or institutions that support the practice of the Training Program for the over 50s promote the intergenerational cohesion of the university community and strengthen the impact of the university on society. The over 50s group, through its own training program, a system of work coordinated and shared with the different schools and faculties of the UdG, is based on equity between its members, quality and service to students, constantly formulating joint training proposals, and facilitating their inclusion in the social agenda, ensuring commitment to the territory and society and helping to make the training of those over 50 even stronger.</p>
<p>How do your peers and students support and value this practice?</p>	<p>Since the creation of its own training program for people over the age of 50, it has been possible to see that the vitality and energy of this group of students, as well as the motivation to acquire new knowledge, is something that is growing. The interest in the subjects in which they can enrol has led us to expand the range of subjects and courses such as "Update", volunteering courses, language courses, courses at the UdG Library and the Classrooms for university extension. The Training Program for the over 50s is understood, in essence, as a forum for constant learning. It is a meeting place or starting point for students who pass this on to us, as it allows them to join the initiatives, show that experiences are shared, that new commitments are born, acquiring, strengthening, updating and expanding their capacities, knowledge, networks and skills for personal and professional development. In implementing the commitment to the region and society, this group of over 50s participates as one more student of the different Degrees, integrating with the community of students without any limitation, thus sharing motivations and feeding on experiences. It is totally enriching both for the students over 50, who attend classes voluntarily, and for the whole student community, not to mention that it is satisfactory for those responsible that support the program to see how the growing interest is aroused in the group.</p>

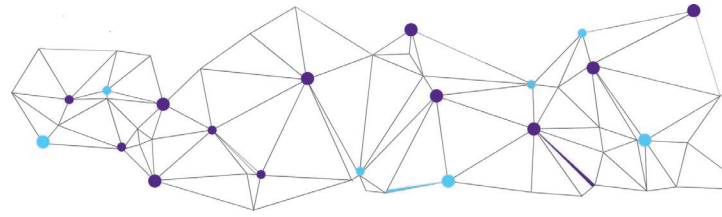


Practice 43: GAMAR (Office for Materials and Research in Schools Mathematics):

1. Description of community-engagement practice	
Brief description of practice <i>(Please use the sub-questions, if relevant.)</i>	<p>The GAMAR cabinet is a place for reflection and practice regarding the teaching of mathematics in schools in infant, primary, and 1st cycle of secondary education.</p> <p>GAMAR wants to be open to all teachers in the country and its vocation is to become a meeting point and a reference for mathematics education in schools.</p>
<i>What are the main goals of the practice?</i>	<p>Work so that all the children in our country can enjoy a learning of mathematics in school linked to their own experiences, enhancing their abilities of intuition, reasoning and creativity.</p> <p>Provide teachers with a wide range of manipulable materials, teaching guidelines and resources for working in the classroom, so that they can directly use even more extensive information than can be summarized on this website.</p> <p>Encourage nursery, primary and secondary schools to carry out a genuine mathematics education based on interest, experimentation, and discovery, far from the outdated routine still taught today.</p> <p>Promoting innovation in the field of mathematics teaching and research, always carried out in an action-reflection process.</p> <p>Welcoming teachers or other educators who wish to receive advice, meet to exchange experiences on the use of materials, or seek directly the resources they need.</p>
<i>What are the main activities?</i>	As explained above
<i>Who is organising the practice?</i>	<p>It was created from the endowment of the Jaume Vicens Vives Prize for University Teaching, from the Government of Catalonia, in 2001, to M. Antònia Canals, professor emeritus of the Universitat de Girona.</p> <p>From the beginning it has been recognized as such, for the UdG, and since 2004 it has had a legal status, which has taken various forms and was finally approved on 19 July 2010, as a "structure".</p>
<i>Who initiated it?</i>	
Web link	http://www2.udg.edu/projectesbiblioteca/GAMAR/Inici/tabid/17145/language/ca-ES/Default.aspx
How is the community/target group with which you engage involved in the implementation of this practice?	Specifically in the courses and visits organized by GAMAR.



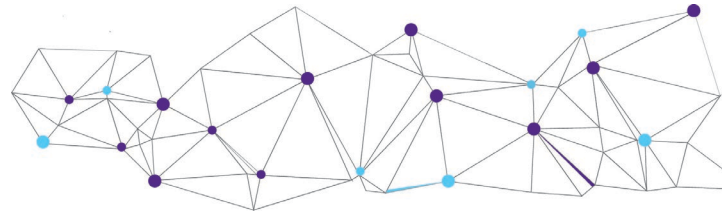
2. Support for community engagement	
How does the university support this community-engaged practice?	Use of university space for training or consultation of materials.
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i>	Administrative support, part of the institutional strategy, recognition or institutional promotion of the practice) It is a service of the Library. It uses its staff.
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	Yes
<i>Is it a continuous or a 'one-off' collaboration?</i>	Continuous
<i>Does the university give any form of recognition or promotion of the practice?</i>	GAMAR offers certification
How do partners from the community support and value this practice?	GAMAR has its own evaluation procedures.
How do your peers and students support and value this practice?	It is an office that is well known to outsiders. In the case of students, it is a reference for future primary school teachers.



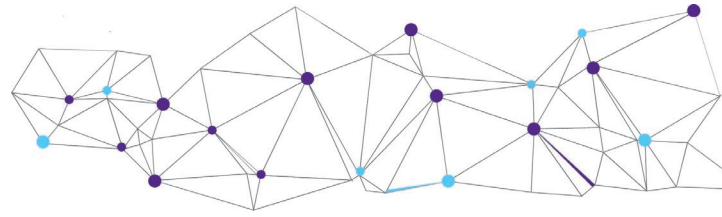
Practice 48: Office of the Vice Rector for Territory and Social Commitment

Case study provided by Governing body 2018-2021

1. Description of community-engagement practice	
Brief description of practice (Please use the sub-questions, if relevant.)	
<i>What are the main goals of the practice?</i>	Creation of a specific vice-rectorate that ensures community commitment (the university's relationship with the region and society) and the university's social commitment.
<i>What are the main activities?</i>	Ensuring the relationship with the region and for Social Commitment in all dimensions of university life: teaching, research, transfer, campus life, strategy and governance.
<i>Who is organising the practice?</i>	The same governing body
<i>Who initiated it?</i>	Beginning of the legislature, 2018
Web link	It has no specific website
How is the community/target group with which you engage involved in the implementation of this practice?	With various activities: management of the chairs; participation in events representing the institution; forming part of boards of trustees, foundations and commissions; developing areas of social engagement alongside responsible service; implementing the 2030 Agenda in various areas and functions of the university, among others.
2. Support for community engagement	
How does the university support this community-engaged practice?	As explained above



<p><i>Does the organizer have a formal budget?</i> <i>Does the university provide facilities and/or administrative support?</i></p>	<p>Like the rest of the vice-rectorates. On the part of social commitment, we work together with the Social Commitment Unit (explained in practice 50).</p>
<p><i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i></p>	<p>Yes</p>
<p><i>Is it a continuous or a 'one-off' collaboration?</i></p>	<p>Continuous</p>
<p><i>Does the university give any form of recognition or promotion of the practice?</i></p>	<p>Institutional recognition in the actions of the same vice-rectorate.</p>
<p>How do partners from the community support and value this practice?</p>	<p>They value the presence and contact with the university very positively.</p>
<p>How do your peers and students support and value this practice?</p>	<p>Students value positively and indirectly actions promoted by the vice-rectorate; they are usually unaware of who is promoting them.</p>



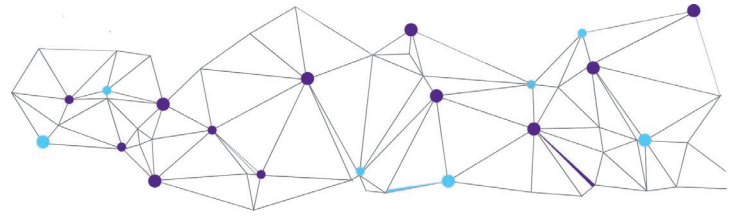
Practice 50: Social Commitment Unit

Case study provided by Social Commitment Unit

1. Description of community-engagement practice	
Brief description of practice (Please use the sub-questions, if relevant.)	<p>Service that deals with training, awareness and dissemination of seven areas: volunteering, university cooperation for development, inclusion, gender equality, environmental sustainability, health promotion and training program for over 50s. It also includes the 2030 Agenda.</p> <p>In addition to its own actions, it collaborates with other structures and/or services so that teaching, research and transference are impregnated with this social commitment.</p>
<i>What are the main goals of the practice?</i>	
<i>What are the main activities?</i>	Training, awareness, dissemination
<i>Who is organising the practice?</i>	The unit itself
<i>Who initiated it?</i>	The service was created in 2017, but brought together small previous services, such as the Green Office or the Offices for Cooperation and Volunteering.
Web link	https://www.udg.edu/ca/compromis-social
How is the community/target group with which you engage involved in the implementation of this practice?	They are students who participate as volunteers; they are entities or companies that sign agreements for solidarity activities; they are experts who do training for social engagement issues; they are people from the community and outsiders who participate in the outreach events it organizes.
2. Support for community engagement	

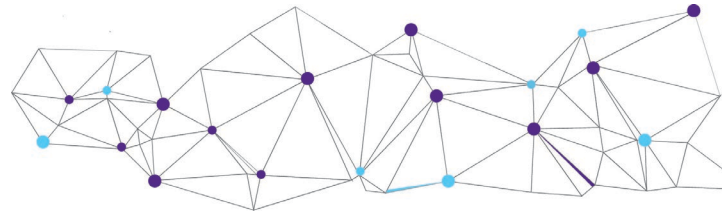


<p>How does the university support this community-engaged practice?</p>	<p>In 2004, a framework agreement was signed agreeing that 0.7% of many UdG incomes (tuition, research, among others) would go to university development cooperation and solidarity activities.</p>
<p><i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i></p>	<p>Yes, current expenses for the service and the 0.7% for specific activities. Ten people work in this unit.</p>
<p><i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i></p>	<p>Yes.</p>
<p><i>Is it a continuous or a 'one-off' collaboration?</i></p>	<p>Continuous</p>
<p><i>Does the university give any form of recognition or promotion of the practice?</i></p>	<p>Recognition of credits (for students) for training and volunteering activities.</p>
<p>How do partners from the community support and value this practice?</p>	<p>We have satisfactory ratings from many entities that have an agreement with the SCU</p>
<p>How do your peers and students support and value this practice?</p>	<p>We have satisfactory assessments of the students who participate in the proposed activities and training.</p>

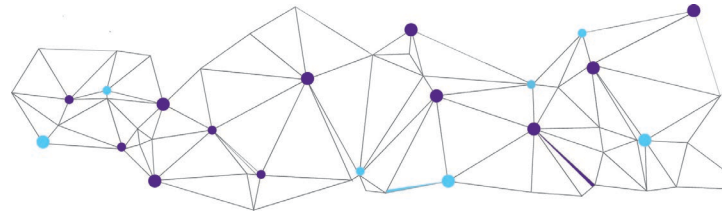


Practice 51: External curricular internships and extracurricular internships

1. Description of community-engagement practice	
Brief description of practice (Please use the sub-questions, if relevant.)	
<i>What are the main goals of the practice?</i>	<p>One of the outstanding elements in the adaptation of the curricula to the EHEA has been the need to incorporate external practices in the curriculum of the students, along with work and professional experience as part of the educational period, as well as the stimulus to international mobility.</p> <p>Although it is clear that in certain fields of knowledge, and especially in certain degrees, external internships are an inherent part of the training process, and that the level of opportunity to do so is higher in some fields than in others, it is in the interest of the Universitat de Girona to explore the possibility of placements in social and professional environments, as external internships, in all degrees, within the margins of what can be considered reasonable and obviously within the limits that the our social and professional environment can allow.</p> <p>The UdG has specified the inclusion of external internships in all undergraduate and master's studies as one or more subjects, compulsory or optional but present in all curricula. In the case of the undergraduate degrees, the credits destined to these subjects vary a lot, the most frequent being between 6 and 12 credits. In the case of the master's degrees, for now, and without supposing a limit in the future, the credits vary between 4 and 30. In general, they are distributed in the second part of the degree. Internships in the degrees with the highest number of credits correspond to the field of Education and Health, which are defined by official guidelines.</p> <p>The UdG also offers extracurricular internships, which are often a complement to education. They are usually carried out in companies and are often remunerated. These internships also help with job placement. They are processed from the University Business Office. With these internships the student does not enrol in any subject and does not obtain credits at the end of the internship.</p>
<i>What are the main activities?</i>	<p>Student activities can vary greatly depending on the internship chosen. Likewise, the relationship between UdG teachers and the people responsible for tutoring students at the centre or company also varies depending on each centre and the internship plans established in each study.</p>



<i>Who is organising the practice?</i>	Each school is responsible for organizing the curricular and extracurricular internships linked to the undergraduate and master's degrees at its centre.
<i>Who initiated it?</i>	Curriculum internships are determined by curricula.
Web link	Normativa general de les pràctiques externes curriculars: https://www.udg.edu/ca/estudia/Tramits-normatives-i-preus/Normatives/Practiques-academiques-externes-de-graus-i-masters Pràctiques extracurriculars: https://www.udg.edu/ca/udgocupacio/Practiques-en-empresa/Detail-noticies/eventid/2905
How is the community/target group with which you engage involved in the implementation of this practice?	Students do internships in organizations and companies in the region.
2. Support for community engagement	
How does the university support this community-engaged practice?	The UdG provides technical support to schools for the administrative management of internships. In recent years, the administrative figure of "internship technician" has been incorporated, who is the person that helps and supports the management of the internships of the different studies of the centre.
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i>	Curricula are part of the teaching plans and are treated as subjects.
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	Yes, it is a strategic line of the UdG.
<i>Is it a continuous or a 'one-off' collaboration?</i>	Continuous
<i>Does the university give any form of recognition or promotion of the practice?</i>	Recognition is curricular, on one hand, and in the other, they are usually paid. The promotion of extracurriculars is done through the University Business Office.
How do partners from the community support and value this practice?	According to the assessments collected in some studies (for example Social Education, Psychology, Interuniversity Master's Degree in Youth and Society, etc.), internships are valued positively by external actors. They perceive it as a place for opportunity and exchange with the university and value positively being able to participate in the training of new professionals through internships. In the case of some companies, internships are often the first link with students who can later join the company as employees.
How do your peers and students support and value this practice?	According to the assessments collected in some studies (for example, Social Education, Psychology, Interuniversity Master's Degree in Youth and Society, etc.), internships are valued positively by both students and

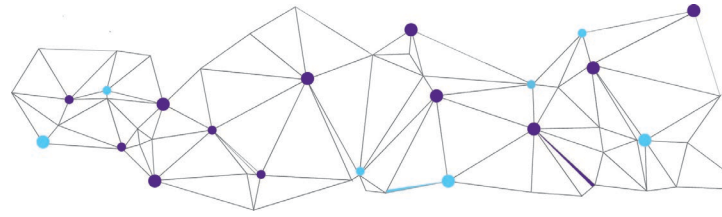


	teachers. They are recognized as places for professional and personal growth. The possibility of carrying out new learning through experience and practice with professionals is also valued, as well as the possibility of connecting theoretical and practical content.
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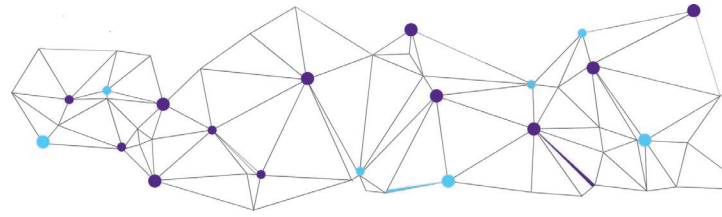
Practice 56: Teaching Innovation Network in Learning

Case study provided by Pere Soler - Teaching Innovation Networks of the UdG Josep Pallach Institute of Education Sciences

1. Description of community-engagement practice	
Brief description of practice (Please use the sub-questions, if relevant.)	
<i>What are the main goals of the practice?</i>	<ul style="list-style-type: none"> - Promote the learning service as an excellent proposal to link academic learning with social commitment. Disseminate it at the UdG and make relevant experiences known, both inside and outside the university. - Widen the possibilities and opportunities of this practice and produce studies and materials that can contribute to its dissemination and extension. - Coordinate with other groups and universities that have an interest in this pedagogical proposal.
<i>What are the main activities?</i>	<ul style="list-style-type: none"> - The monthly meetings between the members of the network in order to share experiences and advance in the work plan established for each course. - Coordination with the Learning Network Service of Catalan Universities -ApS (U) Cat- - The undertaking of studies and development of materials that can help to widen the possibilities of this proposal and at the same time contribute to the educational innovation. - The publication of articles, guides, manuals or other resources that help its projection and dissemination. - Participation in the main conferences and congresses on university teaching. - Participation in the training of teaching methodologies that the ICE organizes every year.
<i>Who is organising the practice?</i>	The group itself, through the structure and support of the Josep Pallach Institute of Education Sciences of the UdG
<i>Who initiated it?</i>	A group of university teachers interested in learning more and experimenting in this methodological proposal.
Web link	https://www.udg.edu/ca/ice/innovacio-docent/xarxes-dinnovacio-docent/xid-aprenentatge-servei



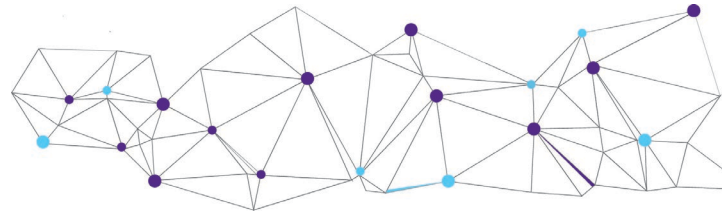
<p>How is the community/target group with which you engage involved in the implementation of this practice?</p>	<p>Participation in the TIN-APS is free and open, although the number of interested teachers is limited (6 - 8) per course. In addition to this direct involvement, the materials that are published, the training that is done every year or the one-off advice, allows a much larger number of people to be reached.</p>
<p>2. Support for community engagement</p>	
<p>How does the university support this community-engaged practice?</p>	<p>The initiative is carried out by the ICE of the UdG which provides a budget for the maintenance of the TIN, following presentation of the project for each course.</p>
<p><i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i></p>	<p>Yes. Each year there is a budget for each course and the UdG provides the necessary administrative and financial support to the TIN.</p>
<p><i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i></p>	<p>It is part of an institutional strategy to promote and extend teaching innovation experiences.</p>
<p><i>Is it a continuous or a 'one-off' collaboration?</i></p>	<p>It is a temporary network. Although this network has existed for almost 10 years, its existence is not guaranteed. It depends on the interest of the teacher in bringing it to life and presenting proposals in this regard.</p>
<p><i>Does the university give any form of recognition or promotion of the practice?</i></p>	<p>Participation in this network (as well as the rest of TIN) is taken into account when teaching evaluation and its activity is disseminated through the ICE website.</p>
<p>How do partners from the community support and value this practice?</p>	<p>This support depends on each of the APS experiences.</p>
<p>How do your peers and students support and value this practice?</p>	<p>Participating, where appropriate, in study, participating in dissemination or projection activities or, more directly, assuming APS as a strategy or resource in their teaching activity.</p>



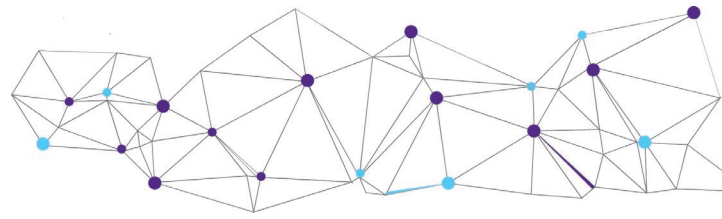
Practice 57: Advisory Board of the Interuniversity Master's Degree in Youth and Society (MIJS)

Case study provided by Pere Soler – Faculty of Education and Psychology.

1. Description of community-engagement practice	
Brief description of practice (Please use the sub-questions, if relevant.)	
<i>What are the main goals of the practice?</i>	<p>The MIJS has an Advisory Board made up of institutions and people involved both in the study and intervention of young people and in the design and implementation of youth policies.</p> <p>The Advisory Board is set up as an advisory body to the Joint Master's Coordination Committee and meets at least once a year.</p> <p>The Advisory Board promotes the connection of the master's degree with the institutions and people who make youth policies or who influence the research and study of this sector, facilitating the establishment of specific agreements and pacts with the institutions and entities that participate.</p>
<i>What are the main activities?</i>	<p>Some of the specific ways of relating to these institutions are:</p> <ul style="list-style-type: none"> • Student internships • The study trips that are organized every year • The dissemination and promotion of the master's degree and its activities and projects. • Collaboration in some training sessions and support and guidance in others • Specific help in other aspects of the master's degree: possible topics to be incorporated in the training, guidance in final master's thesis, etc.
<i>Who is organising the practice?</i>	The Master's Degree Council is made up of the Master's degree coordinator at each of the six universities that organize this degree.
<i>Who initiated it?</i>	The same master's degree council at the time of the creation of the degree in 2008 as an initiative to link training to the region and involve the same community in both the training and the subsequent insertion.
Web link	https://www.udg.edu/en/masters-en-educacio-i-psicologia/joventut-i-societat/professorat-i-consell-assessor
How is the community/target group with which you engage involved in the implementation of this practice?	At the moment, the Advisory Council is made up of around twenty representatives of institutions and entities with links to study, policies or socio-educational work with young people. Each year there is at least one meeting with all of them and the MIJS Council, and in addition, there are specific collaborations and demands from some of these institutions or entities.
2. Support for community engagement	



How does the university support this community-engaged practice?	
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i>	The UdG provides administrative support and provides services for the coordination of the master's degree, not directly to the advisory board, but this support covers the maintenance of this initiative.
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	Not necessarily. Most master's degrees do not have this advisory board established. In this case, it is valued as a specific strategy of this master's degree.
<i>Is it a continuous or a 'one-off' collaboration?</i>	It can be considered an institutionalized practice within the master's degree, not as a policy of master's degrees at the UdG.
<i>Does the university give any form of recognition or promotion of the practice?</i>	Not directly, although the general coordinator of the master's degree promotes it insofar as it uses this structure as a distinctive element of the master's degree that gives it added value.
How do partners from the community support and value this practice?	Participating in meetings and submitting proposals and considerations at the same annual meeting or at other times during the course. It is well received.
How do your peers and students support and value this practice?	Students see this connection well because they consider it an element of quality and recognition of their training.



Practice 59: The UdG Foundation: Innovation and Training open to the region

Case study provided by Pilar Marquès

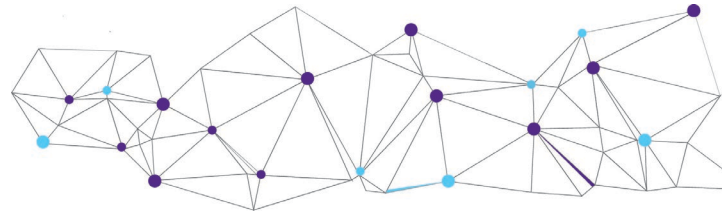
1. Description of community-engagement practice	
Brief description of practice (Please use the sub-questions, if relevant.)	
<i>What are the main goals of the practice?</i>	The UdG: Innovation and Training Foundation is proactive and responds to requests of local training needs identified by us or by local agents, often public institutions.
<i>What are the main activities?</i>	Very varied, from specialization courses of a few hours to postgraduate and master's degrees. It has a wide range of services and adapts to requests, respecting its own quality policy.
<i>Who is organising the practice?</i>	The Foundation, as such, has governing bodies (a board of trustees). There are currently 13 people working there.
<i>Who initiated it?</i>	UdG initiative in 1997, to respond to many requests for training The UdG created a Foundation almost 25 years ago with the main mission of contributing to the economic and social development of the region through the organization of continuing education.
Web link	https://www.fundacioudg.org
How is the community/target group with which you engage involved in the implementation of this practice?	Receiving and channeling training requests from institutions in the region, for example, from the Diputació of Girona, town councils or county councils.
2. Support for community engagement	
How does the university support this community-engaged practice?	The Foundation is a structure that works autonomously, and reports to the UdG every year. The UdG channels its own training requests through this foundation.
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i>	The UdG created a Foundation almost 25 years ago with the main mission of contributing to the economic and social development of the region through the organization of continuing education. It functions with an official budget, despite working for the self-management of activities.
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	Yes
<i>Is it a continuous or a 'one-off' collaboration?</i>	Continuous
<i>Does the university give any form of recognition or promotion of the practice?</i>	Yes, the UdG



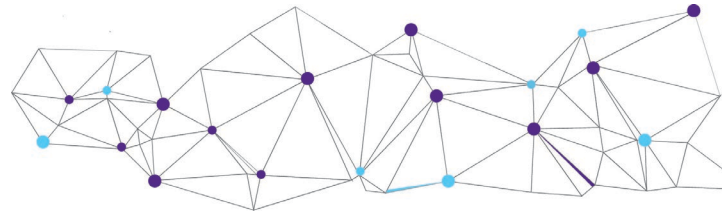
How do partners from the community support and value this practice?	The external actors value positively the predisposition of the UdG Foundation to collaborate with them to organize the requested or necessary training in the region.
How do your peers and students support and value this practice?	The Foundation's colleagues value positively this role of the Foundation as a provider of continuing education, which serves to improve human capital on an individual and collective level. I believe that colleagues see that continuing education is a necessary and positive social contribution for society. Students who enrol in the Foundation perceive that it brings them an individual training benefit, but I also think they are aware of the collective benefit that continuing education brings.

Practice 61: Citizen science: Live the stream!

1. Description of community-engagement practice	
Brief description of practice (Please use the sub-questions, if relevant.)	Citizen science: Live the stream!
<i>What are the main goals of the practice?</i>	The project "Viu la riera!" aims to facilitate citizen participation in the rehabilitation of fluvial areas
<i>What are the main activities?</i>	Participation is based on a geographic information systems web tool for public participation (SIGPP) that allows: a) To collect opinions, interests and visions of the citizens on the fluvial areas, b) incorporate them in the actions to be implemented to improve the quality of these river areas. The area includes the passage of the Caldes stream, as it passes through the municipalities of Caldes de Montbui, Palau-solità and Plegamans, Santa Perpètua de Mogoda and La Llagosta.
<i>Who is organising the practice?</i>	The project has the support of associations and entities at the local level, and the general public, who have collaborated throughout the project. The project has the collaboration of the municipalities of Caldes de Montbui, Palau-solità and Plegamans, Santa Perpètua de Mogoda and La Llagosta, and the Spanish Foundation for Science and Technology - Ministry of Economy, Industry and Competitiveness.
<i>Who initiated it?</i>	
Web link	https://viulariera.org/

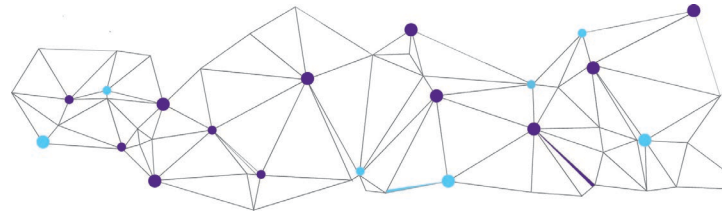


<p>How is the community/target group with which you engage involved in the implementation of this practice?</p>	<p>From the SIGPP, citizens can: give their opinion and identify the places they like, the ones they don't like and those where they would propose improvement actions. They can explore the results of the platform and comment on the proposals for improvement made by citizens. Finally, they can take part in the planned activities and propose new ones.</p>
<p>2. Support for community engagement</p>	
<p>How does the university support this community-engaged practice?</p>	<p>It is the product of a RecerCaixa project in collaboration with the ACUP, so the UdG supports it like any other product of research and knowledge transfer.</p>
<p><i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i></p>	<p>It is the product of a RecerCaixa project in collaboration with the ACUP, so the UdG supports it like any other product of research and knowledge transfer.</p>
<p><i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i></p>	<p>No.</p>
<p><i>Is it a continuous or a 'one-off' collaboration?</i></p>	<p>One-off.</p>
<p><i>Does the university give any form of recognition or promotion of the practice?</i></p>	
<p>How do partners from the community support and value this practice?</p>	<p>Institutional actors (basically town councils) value the introduction of new tools for citizen participation. Citizens appreciate the exploration of new ways of expressing their opinion</p>
<p>How do your peers and students support and value this practice?</p>	<p>The development of citizen science platforms is increasingly appreciated by fellow researchers as a tool to be developed in the various research that have participation and involvement of society as one of the main elements.</p>



Practice 62: Polytechnic Board of the Universitat de Girona

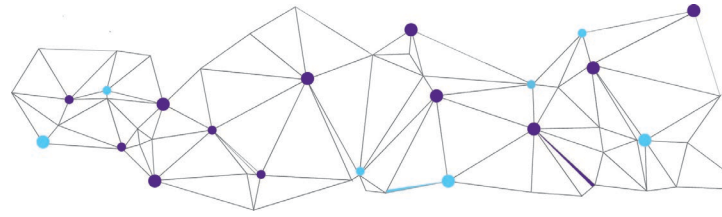
1. Description of community-engagement practice	
Brief description of practice (Please use the sub-questions, if relevant.)	Polytechnic Board of the Universitat de Girona
<i>What are the main goals of the practice?</i>	The study, dissemination, participation and collaboration in the tasks and activities developed by the Polytechnic School of the Universitat de Girona with special attention to promoting those tasks or services that increase the competitiveness of companies in the region thanks to a good relationship between the university and the company. Today, the board acts as a liaison body with the different public and private sectors in the counties of Girona. There are three types of activities.
<i>What are the main activities?</i>	First of all, activities that help or promote different initiatives directly linked to the Polytechnic School. Secondly, activities aimed exclusively at companies in the sphere of influence of the Universitat de Girona and in particular sponsors. Finally, activities that unite and in which both members of the School and the business world of the region participate.
<i>Who is organising the practice?</i>	
<i>Who initiated it?</i>	
Web link	https://patronateps.udg.edu/
How is the community/target group with which you engage involved in the implementation of this practice?	First of all, in the governing of the organism, since the Executive Council of the sponsors is formed by numerous companies and administrations from the region. Secondly, based on the many advantages that the annual fees offer, such as discounts for advice, access to other companies, contacts with students, use of UdG spaces, etc.
2. Support for community engagement	
How does the university support this community-engaged practice?	It welcomes the trustees in the University, gives institutional support and it is part of the UdG's regional strategy
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i>	
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	Yes.
<i>Is it a continuous or a 'one-off' collaboration?</i>	Continuous.



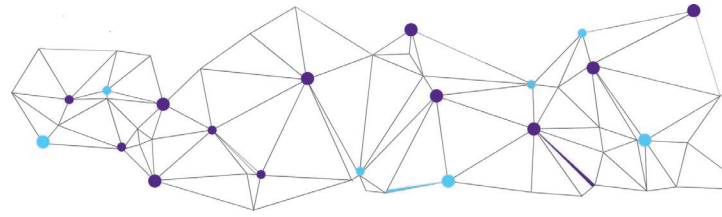
Does the university give any form of recognition or promotion of the practice?	
How do partners from the community support and value this practice?	They provide participant support and financial support for carrying out the activities.
How do your peers and students support and value this practice?	Students consider it a good opportunity to get in touch with the business world and for possible future job opportunities.

Practice 63: Directory of experts

1. Description of community-engagement practice	
Brief description of practice <i>(Please use the sub-questions, if relevant.)</i>	Guide that is a tool for media professionals and the general public that facilitates contact between the university and society. It brings together the scientific community grouped in areas of knowledge and details the main lines of research.
<i>What are the main goals of the practice?</i>	The main aim of the guide is to provide a directory of contacts to the media so that they can turn to specialists from different fields to enrich their journalistic texts with expert voices and well-founded opinions. It is about bringing the University closer to society through the media and, at the same time, contributing to contrasted, up-to-date, rigorous and quality information to mitigate the impact of misinformation and false news.
<i>What are the main activities?</i>	This initiative is based on making a range of academic experts available to the media to contribute to newspaper articles.
<i>Who is organising the practice?</i>	The Communication and Institutional Relations Department of the Universitat de Girona, with the support of the Office of the Vice-rectorate for Communication.
<i>Who initiated it?</i>	The Vice-rectorate for Communication from the Universitat de Girona, in 2014.
Web link	https://www.udg.edu/ca/investiga/udgdivulga/guia-dexpertes-i-experts
How is the community/target group with which you engage involved in the implementation of this practice?	When the department presents the guide is to journalists, they express their positive opinion towards this resource.
2. Support for community engagement	
How does the university support this community-engaged practice?	The practice is managed from a centralized service of the Universitat de Girona, therefore, it is a fully institutionalized action.



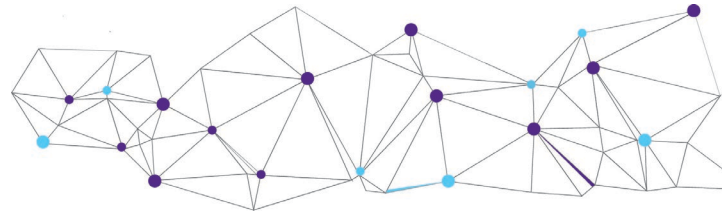
<p><i>Does the organizer have a formal budget?</i> <i>Does the university provide facilities and/or administrative support?</i></p>	<p>The guide is managed by university staff working in the Communication Department. The guide does not have its own budget because it does not need it since the technical maintenance (web) is also carried out by the university and, in particular, by the Computer Service.</p>
<p><i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i></p>	<p>Yes, since the Universitat de Girona has an annual communication program (which the guide is a part of), always with the aim of increasing the number of teaching and research staff in the guide.</p>
<p><i>Is it a continuous or a 'one-off' collaboration?</i></p>	<p>Continuous.</p>
<p><i>Does the university give any form of recognition or promotion of the practice?</i></p>	<p>The UdG, through the Office of the Vice-rector for Research and the Office of the Vice-rector for Communication, contributes to the dissemination of specific campaigns to make the guide known to the research community and also to the external public and the media.</p>
<p>How do partners from the community support and value this practice?</p>	<p>To date, no survey has been conducted to objectively assess media views. However, whenever the department presents the guide to journalists, they express their positive opinion towards this resource.</p>
<p>How do your peers and students support and value this practice?</p>	<p>Other members of the administrative and service staff use the guide for their own work. For example, it is useful for the Office of Research and Technology Transfer to detect experts on specific topics that may be linked to financial aid.</p> <p>Students, for the most part, are unaware of this tool as it is not intended directly for them. However, the Student Council sometimes uses it to identify experts to participate in the roundtables they organize.</p>



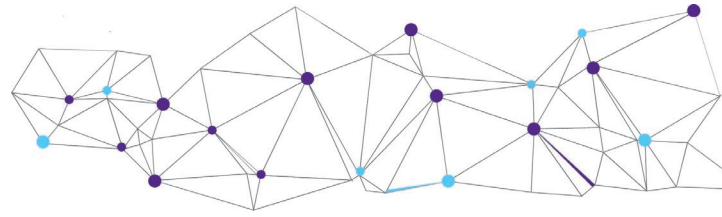
Practice 67: UdG2030 Strategic Plan: The sum of intelligences

Case study provided by Josep Calbó, Vice-rector for Strategic Projects

1. Description of community-engagement practice	
Brief description of practice (Please use the sub-questions, if relevant.)	<p>The UdG's strategic plan sets a future horizon for the university and has been approved by the university community and its governing bodies. The vision is to become the university of the sum of intelligences, understanding as such an institution where the combination of artificial intelligence, natural intelligence and collective intelligence is deployed in all university areas: teaching, research, transfer, social commitment, territorial leadership. Thus, the "sum" (i.e., collaboration, interaction, contact, relationship) at all levels, and in particular with entities, companies, and citizens in general, plays a very important role in the dynamics of the Universitat de Girona for the coming years, reinforcing and consolidating a way of working that was, in fact, already present since the university's origin.</p>
<i>What are the main goals of the practice?</i>	As explained previously
<i>What are the main activities?</i>	Explained previously
<i>Who is organising the practice?</i>	The governing team, especially through the Vice-rectorate for Strategic Projects.
<i>Who initiated it?</i>	The current governing team, in 2019.
Web link	https://www.udg.edu/ca/pla-estrategic
How is the community/target group with which you engage involved in the implementation of this practice?	<p>At least three specific strategic lines are strongly related to Community Commitment:</p> <ol style="list-style-type: none"> 1. Contribute socio-cultural and socio-economic innovation to the region 2. The sum of intelligences for social impact 3. Introduce the University of the Sum of Intelligence
2. Support for community engagement	



<p>How does the university support this community-engaged practice?</p>	<p>This is the University's Strategic Plan, which has the support of the governing bodies and in particular the impetus of the management team. It is deployed in various actions and activities, endowed with a budget when necessary.</p>
<p><i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i></p>	<p>Yes, from the vice-rectorate.</p>
<p><i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i></p>	<p>Yes</p>
<p><i>Is it a continuous or a 'one-off' collaboration?</i></p>	<p>Continuous</p>
<p><i>Does the university give any form of recognition or promotion of the practice?</i></p>	<p>Participation in actions or working groups related to the implementation of this Strategic Plan is recognized.</p>
<p>How do partners from the community support and value this practice?</p>	<p>Many of the most important entities in the region participated in the elaboration of the Strategic Plan. Likewise, various actions that derive from it have the support and involvement of some of these entities.</p>
<p>How do your peers and students support and value this practice?</p>	<p>The university community is grateful to have a strategic plan, a direction to follow. For example, a survey on the development of the plan has now been distributed and has had a high participation.</p>



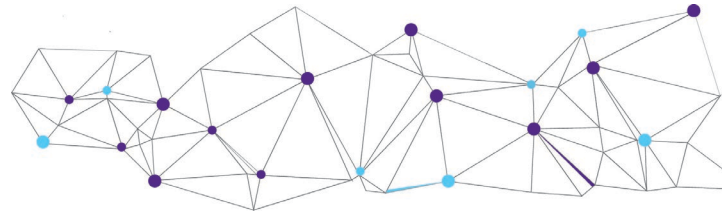
Practice 74: Industrial forum

Case study provided by Polytechnic School, Industrial Students Association (AEdI)

1. Description of community-engagement practice	
Brief description of practice (Please use the sub-questions, if relevant.)	The Industrial Forum is an employment fair where companies, research groups, university students and associations come together in the same space to establish labour and professional relations. The Industrial Forum of the Escola Politècnica Superior (Polytechnic School) is an event of remarkable relevance for the teaching centre, and also for the UdG as a whole, as it aims to bring the world of work closer to students, promoting their contact with companies. Within the Forum, stands are organized where companies, associations, research groups are located, and which allow easy access to interested students. At the same time, presentations and activities are organized to enhance and facilitate the connections between the university environment and the work environment.
<i>What are the main goals of the practice?</i>	The aim is to promote activities that bring the world of work closer to the University, facilitating the transfer of talent and knowledge to the business world and enhancing the employment of our students.
<i>What are the main activities?</i>	The main activity of the Industrial Forum is the stands of all the companies that participate (in the last edition there were 49 companies and associations) in which they present offers for placements in the work environment and collect CVs of interested. At the same time, there are Work Orientation Days (JOL) and <i>Job Speed Dating</i> .
<i>Who is organising the practice?</i>	This initiative is organized by the Industrial Students Association (AEdI) formed by students from different degrees from the Escola Politècnica Superior, with the support of the School and the Board of the Polytechnic.
<i>Who initiated it?</i>	In 2021, the 22nd edition of the Industrial Forum was held on 29 April, in virtual format, taking advantage of the expertise of the previous edition, held in December 2020.
Web link	https://forum.udg.edu/inici
How is the community/target group with which you engage involved in the implementation of this practice?	This activity is promoted by industrial engineering students, the main benefactors of this Industrial Forum
2. Support for community engagement	
How does the university support this community-engaged practice?	The organization of the Industrial Forum falls on the Industrial Students Association (AEdI) with the organizational support from the Escola Politècnica Superior and with the appreciable financial aid of the Polytechnic Board, the Social Council of the Universitat de Girona and the Escola Politècnica Superior that ensure the standard of this promotional activity is high.



<p><i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i></p>	<p>The budget for the Organization of the Industrial Forum is assumed for the most part by the Polytechnic Board (75%) followed by the Polytechnic School (17%) and the Social Council (8%). In the last edition (22nd) the budget was € 12,898.60</p>
<p><i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i></p>	<p>This practice is part of the institutional strategy of relationship between the teaching centre (Escola Politècnica Superior) and the Polytechnic Board, formed of more than 130 companies and associations (https://patronateps.udg.edu/) from the counties of Girona.</p>
<p><i>Is it a continuous or a 'one-off' collaboration?</i></p>	<p>The Industrial Forum is fully institutionalized. The 22nd edition was held this year, 2021, and the intention of all the participating institutions, organizationally and financially, is to maintain this practice.</p>
<p><i>Does the university give any form of recognition or promotion of the practice?</i></p>	<p>The UdG actively promotes this practice.</p>
<p>How do partners from the community support and value this practice?</p>	<p>External actors, companies, associations, students, social council assess this very positively. In fact, the support of the Polytechnic Board is an example of a public-private partnership unique to the Catalan university system</p>
<p>How do your peers and students support and value this practice?</p>	<p>The initiative is highly valued by the entire community, both teachers and students.</p>

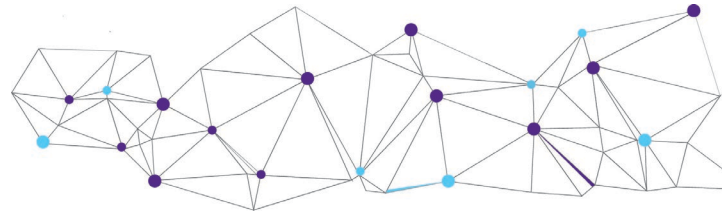


APPENDIX II: CASE STUDIES (not translated)

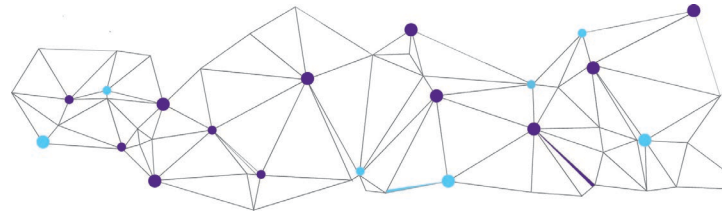
Below is the rest of the community engagement practices gathered that are mentioned in the report. These have not been translated and are therefore only available in Catalan. The numbers correspond to those allocated during the evidence collection phase (fitxa = practice).

FITXA 4: Fundació Carme Vidal Xifre de neuropsicopedagogia

1. Description of community-engagement practice (Descripció de la pràctica del compromís social/arrelament al territori)	
<p>Brief description of practice (Please use the sub-questions, if relevant.)</p> <p><i>(Breu descripció de la pràctica o iniciativa. Feu servir les sub-preguntes, si escau.)</i></p>	Fundació Carme Vidal Xifre de neuropsicopedagogia
<p>What are the main goals of the practice? (Quins són els objectius principals de la pràctica o iniciativa?)</p>	Transferència a la societat dels resultats de recerca quant a "neurociència, aprenentatge, emocions i conducta"
<p>What are the main activities? (Quines són les activitats principals)</p>	Es concreta en assessorament i formació permanent dels professionals que atenen nens i nenes amb diferents problemes de base cognitiva i/o emocional i també formació a professionals en actiu del camp educatiu en general (docents, orientadors, educació especial, educadors socials, etc). L'activitat professional diària de la Fundació també reverteix en la recerca mitjançant una metodologia de recerca/acció.
<p>Who is organising the practice? (Qui organitza la pràctica o iniciativa?)</p>	
<p>Who initiated it? (Qui la va iniciar?)</p>	La impulsora fou Carme Timoneda Gallart qui, l'any 2003, va impulsar la creació de la Fundació Carme Vidal i es va establir un conveni de col·laboració amb el grup de recerca adscrit a l'IRQV (actualment al grup Psicologia de la Salut).
<p>Web link (Enllaç web)</p>	www.fcarmevidal.com
<p>How is the community/target group with which you engage involved in the implementation of this practice?</p>	Col·laborant en totes les activitats de la Fundació i procurant la innovació del model propi de tractament de les dificultats fruit de la recerca portada a terme durant més de vint anys. Creant materials i planificant nous projectes de divulgació del model psicopedagògic basat en la neurociència.



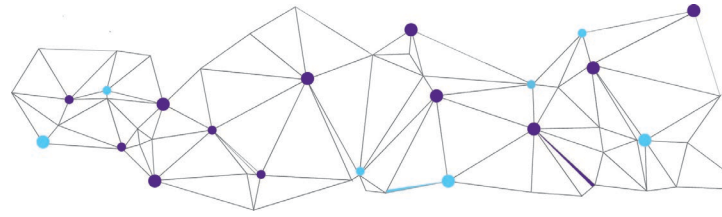
(Com participa en la implementació de la pràctica el col·lectiu objectiu (target) de la comunitat?)	
2. Support for community engagement / Suport al compromís social/arrelament al territori	
How does the university support this community-engaged practice? (Com dona suport la UdG a aquesta pràctica o iniciativa?)	Cap. La dedicació de les professores és complementària a la tasca docent i de gestió que ambdues realitzen a la UdG.
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i> (L'organitzador té un pressupost oficial? La UdG hi proporciona serveis i/o suport administratiu?)	No
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i> (La pràctica forma part de l'estratègia institucional?)	No
<i>Is it a continuous or a 'one-off' collaboration?</i> (És una pràctica institucionalitzada o una col·laboració temporal?)	
<i>Does the university give any form of recognition or promotion of the practice?</i> (La UdG dona algun tipus de reconeixement o fa promoció de la pràctica?)	
How do partners from the community support and value this practice? (Els actors externs a la UdG, com valoren i donen suport a la pràctica?)	La Fundació dóna suport a la recerca.
How do your peers and students support and value this practice? (Com valoren i donen suport a la iniciativa els vostres companys i estudiants?)	Els estudiants ho valoren molt bé perquè poden participar-hi com a practicants i repercuteix positivament en la seva formació. Durant divuit anys també s'ha portat a terme el Màster en Neuropsicopedagogia amb l'objectiu de formar professionals en el Diagnòstic i l'Orientació amb una base neurocientífica. Han estat molts els estudiants que s'han format edició rere edició. La valoració sempre ha estat molt positiva.



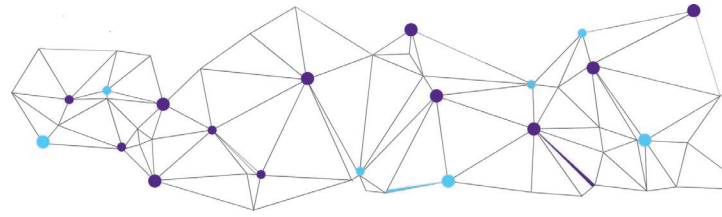
FITXA 8: Associació d'Història Rural

Case study provided by (Estudi de cas/pràctica/iniciativa proposada per): name, surname, faculty, department or unit (nom, cognom, Facultat, departament o servei) Enric Saguer Hom, Departament d'Història i Història de l'Art, Facultat de Lletres

1. Description of community-engagement practice (Descripció de la pràctica del compromís social/arrelament al territori)	
<p>Brief description of practice (Please use the sub-questions, if relevant.)</p> <p>(Breu descripció de la pràctica o iniciativa. Feu servir les sub-preguntes, si escau.)</p>	<p>L'Associació d'Història Rural (AHR) va ser creada el 17 d'abril de 1999 en una assemblea celebrada a l'Arxiu Històric de Girona per un grup d'historiadors interessats en els temes d'història rural. Està constituïda legalment com a associació i agrupa tant a professors i investigadors acadèmics, com a arxivers, professors de secundària, antics alumnes de la facultat i altres persones interessades. Constitueix una plataforma que permet al Centre de Recerca d'Història Rural de la UdG mantenir un contacte viu i directe amb aquelles persones i entitats del territori amb les quals comparteix interessos o afinitats.</p>
<p><i>What are the main goals of the practice?</i> (Quins són els objectius principals de la pràctica o iniciativa?)</p>	<p>Els seus objectius són: el foment dels estudis sobre la història rural de les comarques gironines; el foment de la conservació dels arxius patrimonials privats, i l'organització d'activitats de promoció del coneixement sobre història del món rura. Tot això es materialitza en una col·lecció de publicacions, la convocatòria d'un premi a treballs de recerca de batxillerat, l'edició d'un butlletí bianual, la realització de sortides de coneixement del territori i l'organització periòdica de jornades d'estudi. L'Associació d'Història Rural està integrada en la xarxa de centres d'estudis locals de la província de Girona (antic Patronat F. Eiximenis) i és membre de la Coordinadora de Centres d'Estudi de Parla Catalana.</p>
<p><i>What are the main activities?</i> (Quines són les activitats principals)</p>	
<p><i>Who is organising the practice?</i> (Qui organitza la pràctica o iniciativa?)</p>	



<p>Who initiated it? (Qui la va iniciar?)</p>	
<p>Web link (Enllaç web)</p>	<p>http://www.ddgi.cat/historiarural/</p>
<p>How is the community/target group with which you engage involved in the implementation of this practice? (Com participa en la implementació de la pràctica el col·lectiu objectiu (target) de la comunitat?)</p>	
<p>2. Support for community engagement / Suport al compromís social/arrelament al territori</p>	
<p>How does the university support this community-engaged practice? (Com dona suport la UdG a aquesta pràctica o iniciativa?)</p>	<p>La UdG té un conveni signat amb l'Associació, gràcies al qual els socis poden utilitzar els recursos de la biblioteca i altres serveis. D'altra banda, existeix una comissió mixta que gestiona i coedita les publicacions, que està integrada per membres de l'Associació i per membres del Centre de Recerca d'Història Rural (Institut de Recerca Històrica, UdG)</p> <p>Bona part de les meves opinions al respecte les vaig escriure i publicar aquí: https://www.irmu.org/download/despuig/publicacions/espaidespuig10_5bf4099503ec8.pdf</p>
<p>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support? (L'organitzador té un pressupost oficial? La UdG hi proporciona serveis i/o suport administratiu?)</p>	
<p>Does the practice fit in a broader strategy or framework of the organizer (the university)? (La pràctica forma part de l'estratègia institucional?)</p>	
<p>Is it a continuous or a 'one-off' collaboration? (És una pràctica institucionalitzada o una col·laboració temporal?)</p>	
<p>Does the university give any form of recognition or promotion of the practice? (La UdG dona algun tipus de reconeixement o fa promoció de la pràctica?)</p>	
<p>How do partners from the community support and value this practice? (Els actors externs a la UdG, com valoren i donen suport a la pràctica?)</p>	<p>Se que la Coordinadora de Centres d'Estudi de Parla Catalana, a la qual està integrada l'Associació, i l'Institut Ramon Muntaner han mantingut contactes amb el rectorat de la UdG per tal posar sobre la taula la possibilitat que la universitat reconegui la tasca realitzada pel professorat que</p>

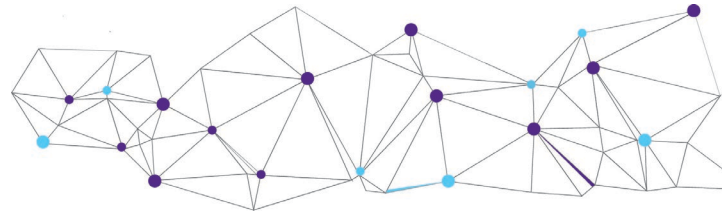


	participa activament en la marxa dels centres d'estudis locals.
<p>How do your peers and students support and value this practice? (Com valoren i donen suport a la iniciativa els vostres companys i estudiants?)</p>	<p>Com es pot suposar, no tenim enquestes de valoració i, per tant, és difícil donar una resposta clara a la pregunta. La major part d'estudiants desconeixen l'existència dels centres d'estudis locals i, entre els que la coneixen, molt pocs es senten cridats a vincular-s'hi, fet que genera dificultats de relleu generacional. Pel que fa a la valoració dels col·legues, només diré que una part important són socis de l'Associació d'Història Rural.</p>

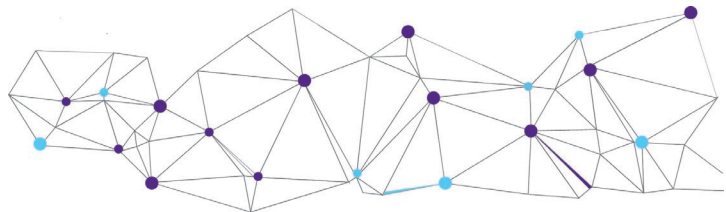
FITXA 13 La Cooperació Universitària al Desenvolupament a la Universitat de Girona

Case study provided by Unitat de Compromís Social - Àrea de cooperació

1. Description of community-engagement practice (Descripció de la pràctica del compromís social/arrelament al territori)	
<p>Brief description of practice (Please use the sub-questions, if relevant.)</p> <p><i>(Breu descripció de la pràctica o iniciativa. Feu servir les sub-preguntes, si escau.)</i></p>	<p>La Cooperació Universitària al Desenvolupament és el conjunt d'activitats dutes a terme per la comunitat universitària orientades a la transformació social dels països més desfavorits, en pro de la pau, l'equitat, el desenvolupament humà i la sostenibilitat mediambiental al món. L'enfortiment institucional i acadèmic tenen un important paper en aquesta transformació.</p>
<p><i>What are the main goals of the practice?</i> (Quins són els objectius principals de la pràctica o iniciativa?)</p>	<p>L'activitat principal vinculada a aquesta pràctica és la convocatòria anual UdG d'ajuts a projectes de Cooperació per al Desenvolupament. L'objecte d'aquesta convocatòria és regular el procediment de concessió d'ajuts destinats a finançar projectes de cooperació universitària per al desenvolupament, que afavoreixen la consecució dels ODS, realitzats per membres de la comunitat universitària de la UdG en col·laboració amb altres universitats i agents de desenvolupament, en l'àmbit de la docència, la recerca en el desenvolupament sostenible, la innovació i la transferència de tecnologia i coneixement.</p>



<i>What are the main activities? (Quines són les activitats principals)</i>	
<i>Who is organising the practice? (Qui organitza la pràctica o iniciativa?)</i>	
<i>Who initiated it? (Qui la va iniciar?)</i>	
Web link (Enllaç web)	https://www.udg.edu/ca/compromis-social/Arees/Cooperacio
How is the community/target group with which you engage involved in the implementation of this practice? (Com participa en la implementació de la pràctica el col·lectiu objectiu (target) de la comunitat?)	La comunitat universitària participa en aquesta pràctica impulsant accions que puguin contribuir a generar els canvis cap a una societat més justa i solidària, respectuosa amb el medi ambient, el desenvolupament sostenible i els drets humans. Així, tant l'estudiantat, com el personal docent i investigador (PDI) i el personal d'administració i serveis (PAS) poden sol·licitar aquests ajuts per a projectes de cooperació universitària per al desenvolupament (CUD) i obtenir els mitjans necessaris per tal de posar en marxa projectes que afavoreixin la consecució dels Objectius de Desenvolupament Sostenible.
2. Support for community engagement / Suport al compromís social/arrelament al territori	
How does the university support this community-engaged practice? (Com dona suport la UdG a aquesta pràctica o iniciativa?)	Des del 2004, la UdG destina el 0,7% dels ingressos per estudis propis, convenis de col·laboració en transferència de tecnologia, ajuts en projectes de recerca, altres ingressos propis de la UdG i aportacions voluntàries de la comunitat universitària.
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support? (L'organitzador té un pressupost oficial? La UdG hi proporciona serveis i/o suport administratiu?)</i>	
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)? (La pràctica forma part de l'estratègia institucional?)</i>	
<i>Is it a continuous or a 'one-off' collaboration? (És una pràctica institucionalitzada o una col·laboració temporal?)</i>	
<i>Does the university give any form of recognition or promotion of the practice?</i>	



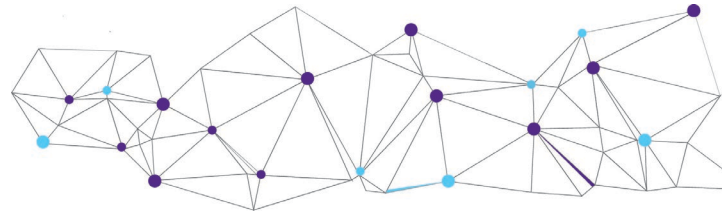
(La UdG dona algun tipus de reconeixement o fa promoció de la pràctica?)	
<p>How do partners from the community support and value this practice? (Els actors externs a la UdG, com valoren i donen suport a la pràctica?)</p>	<p>Els Projectes de cooperació es realitzen en aliança amb altres actors de la cooperació al desenvolupament (socis locals o contraparts, preferentment universitats) dirigides a l'enfortiment científic i institucional d'aquests actors. Es valora positivament la signatura d'un conveni de col·laboració entre la UdG i l'entitat sòcia. En tot cas, és imprescindible que la contrapart evidencii el seu suport i interès al projecte així com el seu compromís a executar-lo.</p> <p>A més, les propostes poden incloure estades a la UdG de membres de la comunitat universitària sòcia durant un màxim de tres mesos, l'impacte de les quals està degudament motivada, així com la seva pertinència per a la consecució dels objectius del projecte.</p>
<p>How do your peers and students support and value this practice? (Com valoren i donen suport a la iniciativa els vostres companys i estudiants?)</p>	<p>Els membres de la comunitat universitària que participen en projectes de cooperació presenten un informe final on valoren el grau d'execució del projecte així com els objectius assolits i els resultats obtinguts. També fan una valoració global del projecte així com les perspectives de continuïtat i sostenibilitat.</p>

FITXA 15: Serveis de la Biblioteca de la UdG per a col·legis professionals i entitats del territori

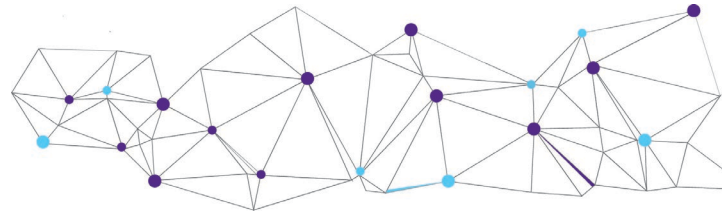
<p>1. Description of community-engagement practice (Descripció de la pràctica del compromís social/arrelament al territori)</p>	
<p>Brief description of practice (Please use the sub-questions, if relevant.)</p> <p>(Breu descripció de la pràctica o iniciativa. Feu servir les sub-preguntes, si escau.)</p>	<p>Accés lliure de qualsevol ciutadà a les biblioteques de campus i als fons ubicats a les seves sales de lectura.</p> <p>A banda, per utilitzar els serveis i recursos específics, la Biblioteca de la UdG ha establert una carta de serveis específica amb col·legis professionals i altres entitats de l'entorn amb les quals estableix conveni. Això permet que els membres d'aquestes entitats puguin utilitzar el servei de</p>



	préstec, el d'informació i assessorament i també consultar la biblioteca digital.
<i>What are the main goals of the practice? (Quins són els objectius principals de la pràctica o iniciativa?)</i>	Obrir els espai de la Biblioteca a la comunitat externa a la UdG.
<i>What are the main activities? (Quines són les activitats principals)</i>	Accés lliure a bibliotques, fons i serveis, com s'ha explicat abans.
<i>Who is organising the practice? (Qui organitza la pràctica o iniciativa?)</i>	Biblioteca de la UdG
<i>Who initiated it? (Qui la va iniciar?)</i>	Ja fa diversos cursos; no tenim curs exacte d'inici.
Web link (Enllaç web)	https://biblioteca.udg.edu/sites/default/files/2019-03/carta_serveis_cols_profs_nou_text_light.pdf
How is the community/target group with which you engage involved in the implementation of this practice? (Com participa en la implementació de la pràctica el col·lectiu objectiu (target) de la comunitat?)	Els membres des col·legis professionals de l'entorn poden accedir als espais, recursos i serveis d'informació de la Biblioteca de la UdG que els hi puguin ser necessaris i mantenen i enforteixen el seu vincle amb la universitat
2. Support for community engagement / Suport al compromís social/arrelament al territori	
How does the university support this community-engaged practice? (Com dona suport la UdG a aquesta pràctica o iniciativa?)	<p>La contribució a la projecció de la Universitat i l'obertura al territori és un dels quatre eixos de "Òrbita 18-22", el Pla Estratègic de la Biblioteca. En aquest marc, la biblioteca estableix una carta de serveis que reconeix als membres de col·legis professionals i entitats com a usuaris de ple dret i promou la signatura de convenis amb aquestes entitats:</p> <p>Col·legis professionals amb conveni de col·laboració amb la Biblioteca</p> <p>Col·legi Oficial d'Aparelladors i Arquitectes Tècnics de Girona</p> <p>Col·legi Oficial d'Arquitectes de Catalunya. Delegació de Girona</p> <p>Col·legi Oficial d'Infermers i Infermeres de Girona</p> <p>Il·lustre Col·legi d'Advocats de Girona</p> <p>Col·legi d'Enginyers Tècnics Industrials de Girona</p> <p>Col·legi Oficial de Metges de Girona</p>



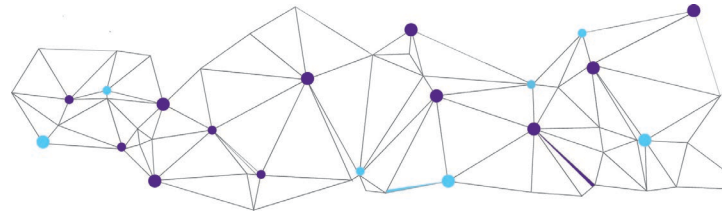
	Col·legi Oficial de Psicòlegs de Catalunya-Demarcació Girona Col·legi Oficial de Treball Social de Catalunya. Delegació de Girona
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support? (L'organitzador té un pressupost oficial? La UdG hi proporciona serveis i/o suport administratiu?)</i>	Sí, el servei de Biblioteques té un pressupost i personal tècnic i administratiu.
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)? (La pràctica forma part de l'estratègia institucional?)</i>	Sí
<i>Is it a continuous or a 'one-off' collaboration? (És una pràctica institucionalitzada o una col·laboració temporal?)</i>	Institucionalitzada
<i>Does the university give any form of recognition or promotion of the practice? (La UdG dona algun tipus de reconeixement o fa promoció de la pràctica?)</i>	No, en el cas dels ciutadans. En alguns casos, es reconeix mitjançant convenis o acords.
How do partners from the community support and value this practice? (Els actors externs a la UdG, com valoren i donen suport a la pràctica?)	Els col·legis i entitats estan a l'origen d'aquesta pràctica, ateses les seves demandes per accedir als serveis de la Biblioteca. Valoren molt positivament els recursos oferts i el vincle amb la universitat. La relació amb les entitats mitjançant aquests convenis ha permès la col·laboració en altres àmbits, com el processament de fons bibliogràfics d'alguna d'aquestes.
How do your peers and students support and value this practice? (Com valoren i donen suport a la iniciativa els vostres companys i estudiants?)	Per al personal de la Biblioteca els membres dels col·legis i entitats són usuaris de ple dret, amb serveis específics i objecte d'una atenció específica en el marc d'una estratègia de compromís amb el territori. Aquestes entitats apleguen antics estudiants de la UdG i acullen els seus graduats. El vincle és doncs, natural i necessari.



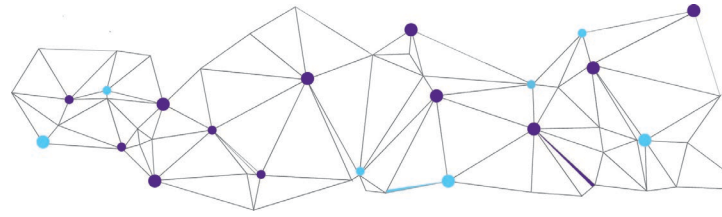
FITXA 16: Plataforma TAECON - Comunitat STEM

Case study provided by *Cristina Díaz Posas*, promotora del grup de recerca GILAB de l'EPS (*cristina.diaz@udg.edu*)

1. Description of community-engagement practice (Descripció de la pràctica del compromís social/arrelament al territori)	
<p>Brief description of practice (Please use the sub-questions, if relevant.)</p> <p><i>(Breu descripció de la pràctica o iniciativa. Feu servir les sub-preguntes, si escau.)</i></p>	<p>TAECON és una plataforma informàtica creada pel grup de recerca GILAB en col·laboració amb el Patronat-EPS en la qual s'apliquen jocs seriosos com a estratègia per a: (i) despertar vocacions científico-tecnològiques de l'alumnat de secundària, batxillerat i FP; (ii) augmentar l'interès dels professors cap a les actuacions de difusió de les STEM; (iii) visibilitzar els avenços tecnològics i científics proposats per dones; (iv) visibilitzar les necessitats del teixit empresarial, i (v) difondre coneixement STEM a la població en general.</p> <p>Aquest joc educatiu va dirigit principalment a estudiants de 3r i 4t d'ESO, però també a alumnat de batxillerat. El joc s'ambienta en una història en què cal resoldre diversos reptes tecnològics de manera gamificada, amb diferents eines i mètodes.</p> <p>La plataforma s'utilitza com a complement a les sessions de promoció d'estudis STEM que realitza el Patronat-EPS. A més, es pretén posar a disposició de la població en general amb l'objectiu de crear una gran comunitat STEM.</p>
<p><i>What are the main goals of the practice?</i> (Quins són els objectius principals de la pràctica o iniciativa?)</p>	
<p><i>What are the main activities?</i> (Quines són les activitats principals)</p>	
<p><i>Who is organising the practice?</i> (Qui organitza la pràctica o iniciativa?)</p>	
<p><i>Who initiated it?</i> (Qui la va iniciar?)</p>	
<p>Web link (Enllaç web)</p>	<p>https://patronateps.udg.edu/despertem-vocacions/juga-a-ser-enginyer-a/</p>
<p>How is the community/target group with which you engage involved in the implementation of this practice? (Com participa en la implementació de la pràctica el col·lectiu objectiu (target) de la comunitat?)</p>	<p>Qualsevol usuari que vulgui usar la plataforma, ja sigui creador de contingut, creador de missions o sessions, o estudiant haurà de registrar-se en el sistema. D'aquesta manera construirem la nostra comunitat STEM. L'única restricció serà tenir interès o curiositat per les STEM. Considerem els següents perfils d'usuaris: (1) JoCreaSTEM, associat a creadors de contingut, professors</p>



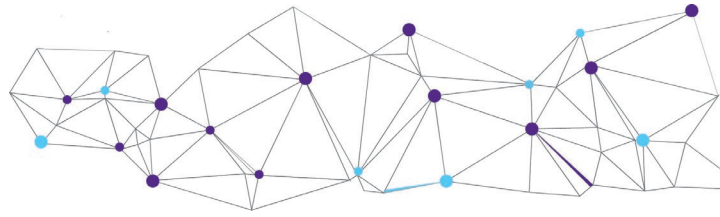
	<p>(universitaris i no universitaris, estudiants universitaris); (2) JoSocSTEM, els jugadors registrats en la plataforma interessats a resoldre reptes o interessats a consultar la informació que es presenta. A més d'alumnes, professors i promotors, en la nostra plataforma considerem un altre actor, els empresaris. Aquests formen part del Patronat-EPS i seran informats de totes les accions relacionades amb la plataforma podent participar en la creació de reptes, sessions o proposant accions per a intercanviar la puntuació per STEMcoins. Estar informats els permet estar al dia de l'evolució i també informar-nos ells de les seves inquietuds podent-les traslladar al nostre públic objectiu.</p>
<p>2. Support for community engagement / Suport al compromís social/arrelament al territori</p>	
<p>How does the university support this community-engaged practice? (Com dona suport la UdG a aquesta pràctica o iniciativa?)</p>	<p>El Patronat-EPS i l'Escola Politècnica Superior tenen com a objectiu treballar i impulsar accions per fomentar i despertar les vocacions tecnològiques. Una d'aquestes accions ha estat el desenvolupament de la plataforma TAECON per part del grup de recerca GILAB de l'EPS.</p>
<p><i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support? (L'organitzador té un pressupost oficial? La UdG hi proporciona serveis i/o suport administratiu?)</i></p>	<p>El projecte es finança amb recursos propis i amb la participació per part de l'alumnat de la universitat a través de convenis de cooperació educativa.</p>
<p><i>Does the practice fit in a broader strategy or framework of the organizer (the university)? (La pràctica forma part de l'estratègia institucional?)</i></p>	
<p><i>Is it a continuous or a 'one-off' collaboration? (És una pràctica institucionalitzada o una col·laboració temporal?)</i></p>	
<p><i>Does the university give any form of recognition or promotion of the practice? (La UdG dona algun tipus de reconeixement o fa promoció de la pràctica?)</i></p>	
<p>How do partners from the community support and value this practice? (Els actors externs a la UdG, com valoren i donen suport a la pràctica?)</p>	<p>Entitats importants dins del territori que ens donen suport per a desenvolupar el projecte són: Escola</p>



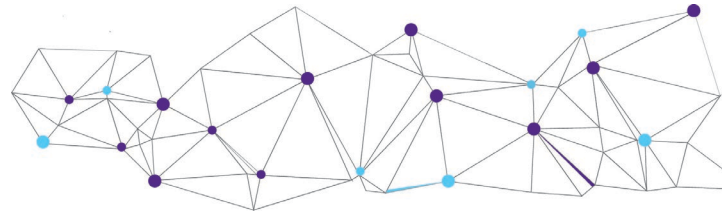
	<p>Politécnica de Girona, Consell Social de la Universitat de Girona, Ajuntament de Girona, Cambra de Comerç de Girona, Diputació de Girona, Col·legi Professional d'Enginyers Industrials, Col·legi d'Arquitectes tècnics de Girona, Col·legi Professional d'Enginyers tècnics de Girona.</p> <p>D'altra banda, a partir del nostre pla d'actuació contactarem amb altres professors que ens donin suport en la preparació de reptes/enigmes i missions. Ens centrarem en professors STEM, tant universitaris com no universitaris (subratllar que comptem ja amb 34 centres escolars afins al programa de despertar vocacions del Patronat-EPS).</p>
<p>How do your peers and students support and value this practice? (Com valoren i donen suport a la iniciativa els vostres companys i estudiants?)</p>	<p>Disposem d'un equip multidisciplinari integrat per (i) Investigadors del GILAB de la UdG (experts en desenvolupament de jocs seriosos i entorns d'educació en línia, amb productes en el mercat i experiència en l'usuari final de les aplicacions); (ii) Coordinadors de les diferents enginyeries que s'imparteixen a l'Escola Politècnica Superior de la UdG (ens ofereixen suport en la preparació de reptes i enigmes); (iii) Dinamitzadors del Patronat-EPS (responsables de xerrades i tallers de promoció dels estudis de l'Escola Politècnica Superior); i (iv) Empresaris del sector amb representació en el Patronat- EPS (ens ajuden a detectar els necessitats del mercat i plantejar també reptes amb visió d'empresa i mercat laboral). Així mateix, es plantegen accions per a aconseguir la col·laboració d'estudiants universitaris, participant en la resolució de reptes/enigmes i missions i col·laborant en la creació de contingut.</p>

FITXA 20: VUDES. Visites universitàries per al desenvolupament sostenible

<p>1. Description of community-engagement practice (Descripció de la pràctica del compromís social/arrelament al territori)</p>	
<p>Brief description of practice <i>(Please use the sub-questions, if relevant.)</i></p> <p><i>(Breu descripció de la pràctica o iniciativa. Feu servir les sub-preguntes, si escau.)</i></p>	<p>VUDES. Visites universitàries per al desenvolupament sostenible</p>
<p><i>What are the main goals of the practice?</i> <i>(Quins són els objectius principals de la pràctica o iniciativa?)</i></p>	<p>L'objectiu de la investigació es identificar els factors rellevants que contribueixin a generar valor en experiències col·laboratives entre universitats, territori i empresa que involucren estudiants i professors, posant èmfasi en projectes de tesis de màster i</p>



	doctorat. Aquest valor contempla com a ingredient essencial els Objectius de Desenvolupament Sostenible de les col·laboracions.
<i>What are the main activities? (Quines són les activitats principals)</i>	Com a element singular, el projecte contempla l'anàlisi de compromís amb el territori i la societat, mes enllà d'àmbits geogràfics de proximitat de la universitat i posa èmfasi en el compromís cap a societats en desenvolupament a través de la creació d'equips de treball d'estudiants i professors de les universitats col·laboradores i la universitat del lloc on es produeix la col·laboració.
<i>Who is organising the practice? (Qui organitza la pràctica o iniciativa?)</i>	
<i>Who initiated it? (Qui la va iniciar?)</i>	
Web link (Enllaç web)	Donat el caràcter exploratori de l'estudi no s'ha creat cap web de moment
How is the community/target group with which you engage involved in the implementation of this practice? (Com participa en la implementació de la pràctica el col·lectiu objectiu (target) de la comunitat?)	En aquesta fase inicial s'han identificat diverses comunitats i organitzacions locals de la regió d'Amhara, Etiòpia, les quals estan contribuint a través del compartiment de coneixement, la identificació de necessitats i altres aspectes essencials per una col·laboració efectiva.
2. Support for community engagement / Suport al compromís social/arrelament al territori	
How does the university support this community-engaged practice? (Com dona suport la UdG a aquesta pràctica o iniciativa?)	La UdG dona suport a través de la convocatòria d'ajuts a projectes de cooperació internacional, als quals s'ha presentat en dues ocasions, havent estat seleccionada i obtenint pressupost per el seu desenvolupament.
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support? (L'organitzador té un pressupost oficial? La UdG hi proporciona serveis i/o suport administratiu?)</i>	
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)? (La pràctica forma part de l'estratègia institucional?)</i>	No.
<i>Is it a continuous or a 'one-off' collaboration?</i>	

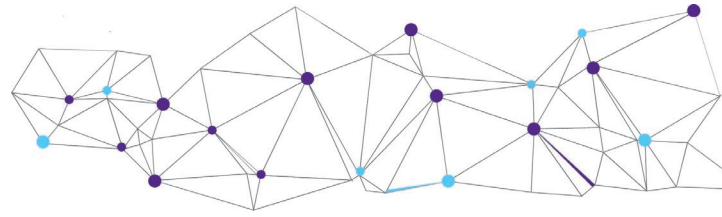


(És una pràctica institucionalitzada o una col·laboració temporal?)	
Does the university give any form of recognition or promotion of the practice? (La UdG dona algun tipus de reconeixement o fa promoció de la pràctica?)	
How do partners from the community support and value this practice? (Els actors externs a la UdG, com valoren i donen suport a la pràctica?)	A través del projecte VUDES, i a través de les visites programades per part dels membres de l'equip de la UdG aquests actors tenen l'oportunitat de valorar conjuntament les propostes que es van desenvolupant. Les visites es fan tant per part dels investigadors de la UdG a la regió d'Amhara i la Universitat de Gondar, com per part dels col·laboradors d'aquest projecte a Etiòpia visitant Girona.
How do your peers and students support and value this practice? (Com valoren i donen suport a la iniciativa els vostres companys i estudiants?)	En aquest estadi inicial, han participat dos estudiants per així tenir la visió d'aquest col·lectiu, que al fi i a la cap, es al centre d'aquests projectes de col·laboració.

FITXA 21: PATA Chapter on University, industry and Community collaboration in students' research projects

Case study provided by Facultat de Turisme, master EMTM (European Master in Tourism Management). Coordinació Jaume Guia.

1. Description of community-engagement practice (Descripció de la pràctica del compromís social/arrelament al territori)	
<p>Brief description of practice (Please use the sub-questions, if relevant.)</p> <p>(Breu descripció de la pràctica o iniciativa. Feu servir les sub-preguntes, si escau.)</p>	<p>PATA (Pacific, Asia, Tourism Association) es la mes gran organització de turisme d'aquesta macroregió mundial, El programa EMTM de la UdG es soci d'aquesta organització, a través de la qual, els estudiants internacionals del master participen dels seminaris i altres activitats que PATA organitza cada any. Les universitats membres estan convidades a crear Chapters especialitats en temàtiques concretes d'interès per la indústria i les comunitats, i en aquest context, la UdG acaba d'iniciar el primer Chapter format per 10 estudiants que a través de la seva experiència realitzant la tesi de master en col·laboració amb la indústria i comunitats de diversos països, analitzaran i identificaran els elements que fan aquesta col·laboració efectiva i útil per totes les parts participants, i com els resultats tenen l'impacte esperat tant en termes de creació de coneixement com</p>



	de propostes específiques que aportin valor a la indústria i comunitats implicades.
<i>What are the main goals of the practice? (Quins són els objectius principals de la pràctica o iniciativa?)</i>	
<i>What are the main activities? (Quines són les activitats principals)</i>	
<i>Who is organising the practice? (Qui organitza la pràctica o iniciativa?)</i>	European Master in Tourism Management
<i>Who initiated it? (Qui la va iniciar?)</i>	European Master in Tourism Management
Web link (Enllaç web)	---
How is the community/target group with which you engage involved in the implementation of this practice? (Com participa en la implementació de la pràctica el col·lectiu objectiu (target) de la comunitat?)	A través de la col·laboració amb estudiant i supervisor de les tesis de master representades en el Chapter.
2. Support for community engagement / Suport al compromís social/arrelament al territori	
How does the university support this community-engaged practice? (Com dona suport la UdG a aquesta pràctica o iniciativa?)	A través de la quota de membre de PATA i la dedicació de personal d'administració finançat pel maste EMTM, que reb finançament europeu com a master Erasmus Mundus.
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support? (L'organitzador té un pressupost oficial? La UdG hi proporciona serveis i/o suport administratiu?)</i>	
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)? (La pràctica forma part de l'estratègia institucional?)</i>	

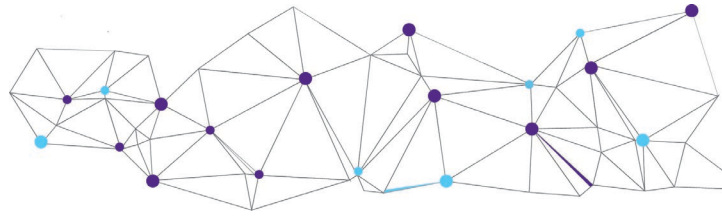


<p><i>Is it a continuous or a 'one-off' collaboration?</i> (És una pràctica institucionalitzada o una col·laboració temporal?)</p>	
<p><i>Does the university give any form of recognition or promotion of the practice?</i> (La UdG dona algun tipus de reconeixement o fa promoció de la pràctica?)</p>	
<p>How do partners from the community support and value this practice? (Els actors externs a la UdG, com valoren i donen suport a la pràctica?)</p>	<p>A través de la seva involucració en la recerca de la tesi de master, la col·laboració amb el PATA chapter, i la participació en el Industry Day que l'EMTM organitza cada any al mes de setembre</p>
<p>How do your peers and students support and value this practice? (Com valoren i donen suport a la iniciativa els vostres companys i estudiants?)</p>	<p>Els estudiants son els actors centrals en aquesta practica, en particular 10 estudiants seleccionats de entre els 30 estudiants de l'EMTM. Així mateix l'equip de coordinació del master dona suport a l'activitat.</p>

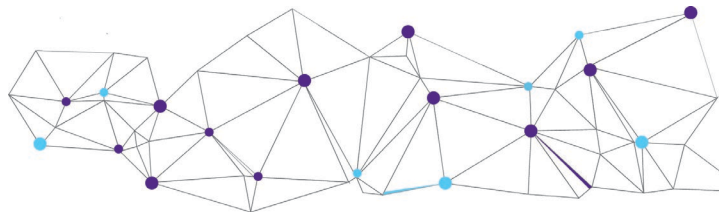
FITXA 22: CreaXarXa

Case study provided by Escola Universitària de la Salut i l'Esport de Salt (Grau en Ciències de l'Activitat Física i de l'Esport) i Consell Esportiu del Gironès.

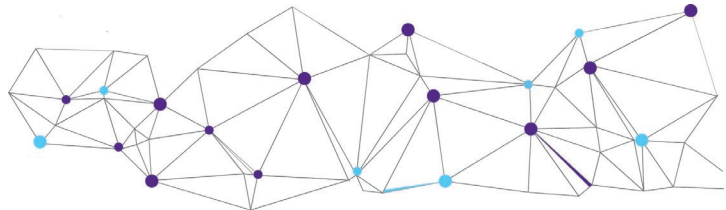
<p>1. Description of community-engagement practice (Descripció de la pràctica del compromís social/arrelament al territori)</p>	
<p>Brief description of practice (Please use the sub-questions, if relevant.) (Breu descripció de la pràctica o iniciativa. Feu servir les sub-preguntes, si escau.)</p>	<p>Projecte de sensibilització i formació a la societat per afavorir la qualitat de vida de persones amb diversitat funcional a través de l'activitat física i l'esport.</p>
<p>What are the main goals of the practice? (Quins són els objectius principals de la pràctica o iniciativa?)</p>	<p>Els principals objectius del projecte són:</p> <ol style="list-style-type: none"> 1. Sensibilitzar i formar als professionals sobre les oportunitats que ofereix l'activitat física i l'esport per a la millora de la qualitat de vida de les persones amb diversitat funcional, obrint portes al desenvolupament personal a través de l'oci i la recreació esportiva, la salut, el rendiment i la socialització. 2. Apropar l'alumnat de primària i secundària a la realitat de les persones amb diversitat funcional per tal de promoure una millor comprensió de la seva motricitat i les seves possibilitats envers l'activitat física i l'esport.



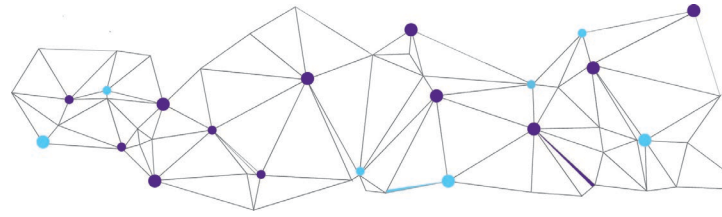
	<p>3. Incloure al grup, a través d'esports paralímpics i activitats interactives, els nens amb diversitat funcional.</p> <p>4. Impregnar l'experiència motriu dels valors fonamentals dels atletes paralímpics: coratge; empenyent l'individu més enllà de les expectatives, demostrant que tots podem aconseguir l'inesperat; determinació: superant els obstacles i conquistant l'adversitat; inspiració: aplicant l'esperit i l'èxit en la seva vida personal; igualtat: acceptant el potencial de les persones amb una discapacitat a trencar les barreres socials.</p> <p>5. Difondre les propostes d'activitat física i esport per a persones amb diversitat funcional.</p>
<p><i>What are the main activities? (Quines són les activitats principals)</i></p>	<p>El projecte compta amb 3 eixos d'intervenció:</p> <p>1. Jornades de formació per docents i tècnics esportius (bianuals). La primera edició va constar com una activitat reconeguda oficialment per l'ORDRE ENS/248/2012, de 20 d'agost, del Departament d'Ensenyament, en la seva Disposició addicional.</p> <p>2. Jornades de sensibilització per alumnes de primària i secundària de la comarca del Gironès. S'alternarà anualment els destinataris: enguany per alumnes de secundària, el proper curs per alumnes de primària, etc. En aquestes jornades també hi participen Centre d'Educació Especial del territori.</p> <p>3. Difusió d'activitat física i esports per persones amb discapacitats: Catàleg de difusió.</p>
<p><i>Who is organising the practice? (Qui organitza la pràctica o iniciativa?)</i></p>	<p>EUSES i el Consell Esportiu del Gironès són els principals organitzadors de l'esdeveniment. El creaXarXa es troba emmarcat dins l'assignatura de "Recreació, Oci i Turisme" de quart de CAFE. Compta amb la col·laboració d'alumnes que cursen l'assignatura "Activitat física i esport per a persones amb alguna discapacitat" de tercer curs de CAFE i els alumnes que cursen l'assignatura de "Jocs i habilitats motrius bàsiques" de primer curs. Tots aquests alumnes implicats participen conjuntament en l'organització de la jornada i de les diferents activitats de l'esdeveniment.</p>
<p><i>Who initiated it? (Qui la va iniciar?)</i></p>	
<p>Web link (Enllaç web)</p>	<p>https://sites.google.com/site/creaxarxa/</p>
<p>How is the community/target group with which you engage involved in the implementation of this practice?</p>	<p>Tenint en consideració alguns dels eixos d'intervenció descrits anteriorment, per una banda, els estudiants de primària i secundària d'escoles ordinàries i centres d'Educació Especial</p>



<p>(Com participa en la implementació de la pràctica el col·lectiu objectiu (target) de la comunitat?)</p>	<p>participen conjuntament en les jornades de sensibilització. En aquestes els diferents alumnes es relacionen entre ells tot vivenciant la pràctica de diferents esports i activitats físiques adaptades per persones amb diferents tipus de discapacitat (visual, auditiva, intel·lectual i física). D'altra banda, tècnics esportius i docents participen en les jornades de formació, realitzades bianualment, amb la finalitat de conèixer noves estratègies d'inclusió de persones amb alguna discapacitat en contextos esportius. Això permet fomentar el desenvolupament de les persones a través de l'oci i la recreació esportiva, la salut, el rendiment i la socialització.</p>
<p>2. Support for community engagement / Suport al compromís social/arrelament al territori</p>	
<p>How does the university support this community-engaged practice? (Com dona suport la UdG a aquesta pràctica o iniciativa?)</p>	<p>En aquests moments la UdG no ofereix suport en aquest projecte. Valorem molt positivament per a la pròxima edició sol·licitar promoció de l'esdeveniment.</p>
<p><i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support? (L'organitzador té un pressupost oficial? La UdG hi proporciona serveis i/o suport administratiu?)</i></p>	
<p><i>Does the practice fit in a broader strategy or framework of the organizer (the university)? (La pràctica forma part de l'estratègia institucional?)</i></p>	
<p><i>Is it a continuous or a 'one-off' collaboration? (És una pràctica institucionalitzada o una col·laboració temporal?)</i></p>	
<p><i>Does the university give any form of recognition or promotion of the practice? (La UdG dona algun tipus de reconeixement o fa promoció de la pràctica?)</i></p>	
<p>How do partners from the community support and value this practice? (Els actors externs a la UdG, com valoren i donen suport a la pràctica?)</p>	<p>El creaXarXa compta amb el suport de diferents institucions i entitats externes. Per una banda, la Diputació de Girona i EUSES són els principals agents que ofereixen suport econòmic al projecte. D'altra banda, l'Ajuntament de Girona i l'Ajuntament de Salt també són institucions que donen suport i participen en el desenvolupament de la jornada, per exemple, oferint espais</p>



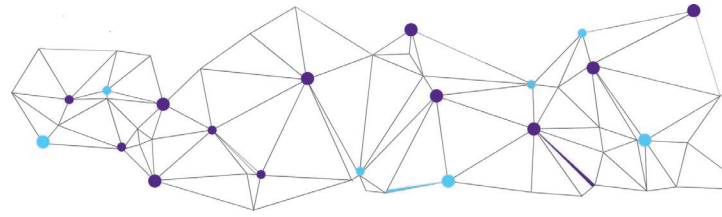
	<p>esportius pel seu desenvolupament. A més, la jornada rep el suport i la participació de diverses entitats esportives relacionades amb la pràctica d'esport per a persones amb alguna discapacitat. En són exemples: GEIEG, Llar Oxalis, Fundació Ramon Noguera, Federació Catalana de Tennis, Federació Esportiva Catalana de Paralítics Cerebrals, Federació Catalana d'Esports per Persones amb Discapacitat Física, MIFAS, Fundació Cruyff, Play and train, entre d'altres. Aquestes participen activament en les formacions a tècnics i docents, o en la dinamització de les propostes d'esport adaptat en les mateixes jornades, moltes d'elles regulades per esportistes amb algun tipus de discapacitat.</p> <p>Dit això, les diferents institucions i entitats anomenades consideren que l'activitat física i l'esport és una gran eina de sensibilització envers la discapacitat per la comunitat educativa. La implicació de tots aquests agents permet assegurar l'èxit d'aquesta jornada. En aquesta línia, les entitats esportives consideren que aquest projecte és una eina d'intervenció que permet assegurar la millora de la qualitat de vida de les persones amb discapacitat a través de l'activitat física i de l'esport. Convé crear aquests espais de reflexió per assegurar entorns esportius i educatius inclusius.</p>
<p>How do your peers and students support and value this practice? (Com valoren i donen suport a la iniciativa els vostres companys i estudiants?)</p>	<p>Els estudiants de 4t curs del grau en Ciències de l'Activitat Física i de l'Esport, compresos dins l'assignatura de Recreació, Oci i Turisme, s'organitzen en diferents comissions (direcció, administració, esportiva, logística, màrqueting i relacions humanes) per organitzar l'esdeveniment. Aquests estudiants, acompanyats de docents d'EUSES, són els responsables d'assegurar l'organització i el bon desenvolupament de la jornada. En aquesta línia, compten amb el suport d'alumnes de primer curs (assignatura: Jocs i Habilitats Motrius bàsiques) i de tercer (assignatura: Activitat Física i Esport per a persones amb alguna discapacitat) que també col·laboren en tasques de voluntariat o de planificació d'activitats per la jornada. Els estudiants dels diferents cursos valoren de manera gratificant la possibilitat d'afrontar-se a l'organització d'un esdeveniment d'aquestes característiques, ja que els permet posar en pràctica tot l'aprenentatge adquirit.</p>



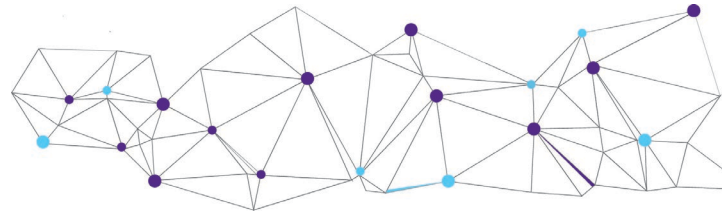
FITXA 23: Fem veïnatge: Mercat de proximitat i conversa

Case study provided by Eduard Carrera, Facultat d'Educació i Psicologia. Departament de Pedagogia.

1. Description of community-engagement practice (Descripció de la pràctica del compromís social/arelament al territori)	
<p>Brief description of practice (Please use the sub-questions, if relevant.)</p> <p>(Breu descripció de la pràctica o iniciativa. Feu servir les sub-preguntes, si escau.)</p>	<p>La idea del mercat és la de proposar un projecte que serveixi per recuperar la idea de ciutat com a espai de relació, de lloc de trobada entre veïns i veïnes, i de generació de converses és el principal motiu d'aquest primer mercat de proximitat i de conversa.</p>
<p><i>What are the main goals of the practice?</i> (Quins són els objectius principals de la pràctica o iniciativa?)</p>	<p>Un mercat que vol potenciar la idea de proximitat, entesa des de l'acollir i el donar la benvinguda a l'altre. Que naturalitza la discussió com a element de construcció. Que no intenta que s'entengui a l'altre, sinó que ens entenguem. En definitiva, un espai que té com a finalitat: reconstruir a partir d'espais de conversa, que sorgeixen per tota la ciutat, la idea que tenim de l'altre enfocant en la capacitat de ser junts. És a dir, generant discussió de com podem recuperar l'espai públic com a espai de relació i proximitat. On els ciutadans i ciutadanes esdevenen protagonistes i on el compartir esdevé quotidianitat.</p>
<p><i>What are the main activities?</i> (Quines són les activitats principals)</p>	<p>Es proposen 3 tipus d'activitats: 1) conferències i xerrades a l'espai públic en format conversa, 2) espai dona conversa al centre de la ciutat, on es posen cadires al carrer i es proposa a les persones a generar converses, 3) laboratori de regeneració de veïnatge obert a professionals, tècnics i acadèmics.</p>
<p><i>Who is organising the practice?</i> (Qui organitza la pràctica o iniciativa?)</p>	<p>El mercat s'organitza des de l'Àrea d'Atenció a la Comunitat del Consorci d'Acció Social de la Garrotxa (CASG), conjuntament amb l'Ajuntament d'Olot, i la Universitat de Girona (Facultat d'educació i psicologia).</p>
<p><i>Who initiated it?</i> (Qui la va iniciar?)</p>	<p>Àrea d'Atenció a la Comunitat del Consorci d'Acció Social de la Garrotxa (CASG),</p>
<p>Web link (Enllaç web)</p>	<p>https://mercatdeconversaolot.wordpress.com/</p>
<p>How is the community/target group with which you engage involved in the implementation of this practice? (Com participa en la implementació de la pràctica el col·lectiu objectiu (target) de la comunitat?)</p>	

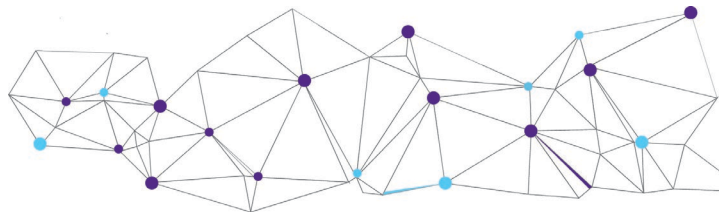


2. Support for community engagement / Suport al compromís social/arrelament al territori	
How does the university support this community-engaged practice? (Com dona suport la UdG a aquesta pràctica o iniciativa?)	
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support? (L'organitzador té un pressupost oficial? La UdG hi proporciona serveis i/o suport administratiu?)</i>	L'organitzador té pressupost oficial que ve del Consorci d'Acció Social de la Garrotxa. No compte amb pressupost oficial de la UdG. La UdG, a través de la Facultat d'Educació i Psicologia ha contribuït amb una petita ajuda econòmica Hi participa professorat de la UdG. La jornada compta amb el suport i participació d'alumnes del grau en Educació Social i Treball Social.
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)? (La pràctica forma part de l'estratègia institucional?)</i>	No
<i>Is it a continuous or a 'one-off' collaboration? (És una pràctica institucionalitzada o una col·laboració temporal?)</i>	Una col·laboració temporal, de moment.
<i>Does the university give any form of recognition or promotion of the practice? (La UdG dona algun tipus de reconeixement o fa promoció de la pràctica?)</i>	Difón la pràctica a partir dels mitjants de comunicació que disposa (pàgina web, xarxes socials i newsletter de la FEP)
How do partners from the community support and value this practice? (Els actors externs a la UdG, com valoren i donen suport a la pràctica?)	La valoració és molt positiva, i ajuda a generar un espai d'intercanvi entre territori i universitat
How do your peers and students support and value this practice? (Com valoren i donen suport a la iniciativa els vostres companys i estudiants?)	El professorat convidat participa i col·labora en el mercat de veïnatge si se li demana. L'alumnat participant en les edicions realitzades ha quedat satisfet de l'experiència i valora molt positivament el contacte i intercanvi amb la comunitat.



FITXA 24 Elaboració del Informe de cohesió social de la Garrotxa:

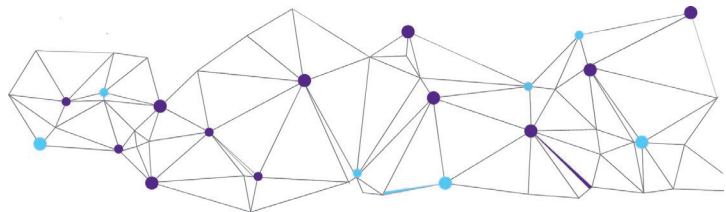
1. Description of community-engagement practice (Descripció de la pràctica del compromís social/arrelament al territori)	
Brief description of practice <i>(Please use the sub-questions, if relevant.)</i> <i>(Breu descripció de la pràctica o iniciativa. Feu servir les sub-preguntes, si escau.)</i>	Elaboració del Informe de cohesió social de la Garrotxa
<i>What are the main goals of the practice?</i> <i>(Quins són els objectius principals de la pràctica o iniciativa?)</i>	La Garrotxa disposa d'una Taula de cohesió social, on hi participa: habitatge, educació, salut, acció social, ocupació, malgrat tenir molta coordinació no s'han discutit els termes de pobresa, cohesió,... a nivell conceptual.
<i>What are the main activities?</i> <i>(Quines són les activitats principals)</i>	Aquest projecte comporta una formació i elaboració conjunta dels diferents conceptes i també d'un estudi participatiu de població i agents del territori per poder analitzar dades sobre la situació de pobresa a la Garrotxa.
<i>Who is organising the practice?</i> <i>(Qui organitza la pràctica o iniciativa?)</i>	
<i>Who initiated it?</i> <i>(Qui la va iniciar?)</i>	
Web link (Enllaç web)	
How is the community/target group with which you engage involved in the implementation of this practice? (Com participa en la implementació de la pràctica el col·lectiu objectiu (target) de la comunitat?)	Hi ha participació ciutadana, agents socials i polítics del territori
2. Support for community engagement / Suport al compromís social/arrelament al territori	
How does the university support this community-engaged practice? (Com dona suport la UdG a aquesta pràctica o iniciativa?)	El suport de l'UdG és en relació a la reflexió i conceptualització, a la realització de les entrevistes, a la formació i a l'elaboració del informe i recull de documentació
<i>Does the organizer have a formal budget?</i> <i>Does the university provide facilities and/or administrative support?</i>	



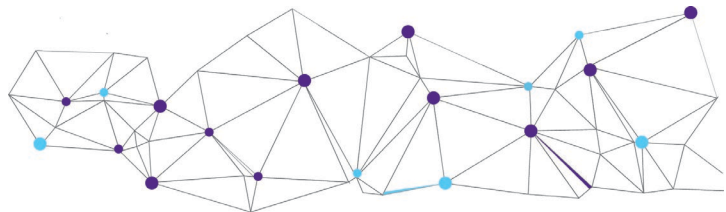
(L'organitzador té un pressupost oficial? La UdG hi proporciona serveis i/o suport administratiu?)	
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i> (La pràctica forma part de l'estratègia institucional?)	No
<i>Is it a continuous or a 'one-off' collaboration?</i> (És una pràctica institucionalitzada o una col·laboració temporal?)	
<i>Does the university give any form of recognition or promotion of the practice?</i> (La UdG dona algun tipus de reconeixement o fa promoció de la pràctica?)	No
How do partners from the community support and value this practice? (Els actors externs a la UdG, com valoren i donen suport a la pràctica?)	Els actors del territori han valorat molt satisfactòriament la reflexió- formació que ha suposat i també poder disposar d'un document de recull del treball realitzat, de la reflexió, de l'opinió dels agents socials i polítics i de les dades sobre la situació a la nostra comarca
How do your peers and students support and value this practice? (Com valoren i donen suport a la iniciativa els vostres companys i estudiants?)	

FITXA 27: PROMIBE. Programa de Millora del Benestar Escolar

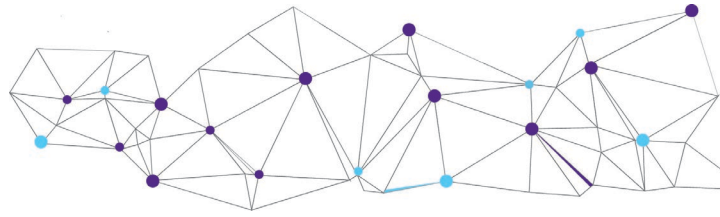
1. Description of community-engagement practice (Descripció de la pràctica del compromís social/arrelament al territori)	
Brief description of practice (Please use the sub-questions, if relevant.) (Breu descripció de la pràctica o iniciativa. Feu servir les sub-preguntes, si escau.)	PROMIBE. Programa de Millora del Benestar Escolar
<i>What are the main goals of the practice?</i>	Aquesta pràctica, que hem anomenat PROMIBE (Programa de Millora del Benestar Escolar,) té com a objectiu implantar accions per promoure el benestar escolar d'infants i adolescents i de tota la comunitat escolar,



<i>(Quins són els objectius principals de la pràctica o iniciativa?)</i>	mitjançant el desenvolupament de competències socio-emocionals i digitals d'alumnes i docents, i la incorporació de les famílies a la comunicació digital, bo i valorant l'impacte d'aquestes accions de forma continuada.
<i>What are the main activities? (Quines són les activitats principals)</i>	La implantació de les accions parteix d'una anàlisi prèvia de necessitats mitjançant entrevistes a fi de poder adaptar el programa a les necessitats, singularitats i projectes educatius dels centres i també a les seves estructures organitzatives. Algunes d'aquestes accions es porten a terme a través de la plataforma educativa EKA (entorn de comunicació i aprenentatge virtual), creada expressament per aquest programa, i d'altres impliquen l'ús de diferents tècniques que permeten la millora del clima a l'aula, un millor maneig de les emocions i dels conflictes i la introducció de metodologies més participatives. En el marc del PROMIBE, s'han portat a terme també dos cicles de tallers, fonamentats en les dades empíriques recollides prèviament. El primer ha tingut com a objectiu la promoció del benestar a l'adolescència a través del mindfulness i d'eines d'intel·ligència emocional. El segon parteix dels resultats d'una tesi doctoral centrada en analitzar l'ús excessiu de les tecnologies, el media multitasking i les funcions executives, amb l'objectiu de promoure l'ús responsable i saludable de les tecnologies en l'educació secundària i d'un major aprofitament d'aquestes per a l'aprenentatge.
<i>Who is organising the practice? (Qui organitza la pràctica o iniciativa?)</i>	
<i>Who initiated it? (Qui la va iniciar?)</i>	La pràctica deriva de l'activitat de recerca de l'Equip d'Infància, Adolescència, Drets dels Infants i la seva Qualitat de Vida i es fonamenta en l'interès per promoure el benestar d'infants i adolescents i en molts anys de treball conjunt amb els centres educatius del territori.
Web link (Enllaç web)	
How is the community/target group with which you engage involved in the implementation of this practice? (Com participa en la implementació de la pràctica el col·lectiu objectiu (target) de la comunitat?)	
2. Support for community engagement / Suport al compromís social/arrelament al territori	
How does the university support this community-engaged practice? (Com dona suport la UdG a aquesta pràctica o iniciativa?)	El desenvolupament del PROMIBE ha estat possible gràcies a la concessió de dos projectes finançats pel Ministerio de Industria, Economía y Competitividad:



	<p>1) “El bienestar subjetivo de los 9 a los 16 años. Estudio longitudinal (continuación) y evaluación de intervenciones con TIC para mejorar el bienestar escolar”</p> <p>2) “Investigación y aplicaciones para promover el bienestar infantil y adolescente mediante la participación social de los alumnos y sus familias en los centros escolares.</p> <p>Per altra banda, els dos cicles de tallers realitzats en el marc d'aquest programa han obtingut el suport de l'Institut de Recerca sobre Qualitat de Vida (IRQV) i del Consell Social de la UdG, a través de dos ajuts concedits el 2018 i el 2020.</p>
<p><i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i> (L'organitzador té un pressupost oficial? La UdG hi proporciona serveis i/o suport administratiu?)</p>	
<p><i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i> (La pràctica forma part de l'estratègia institucional?)</p>	
<p><i>Is it a continuous or a 'one-off' collaboration?</i> (És una pràctica institucionalitzada o una col·laboració temporal?)</p>	
<p><i>Does the university give any form of recognition or promotion of the practice?</i> (La UdG dona algun tipus de reconeixement o fa promoció de la pràctica?)</p>	
<p>How do partners from the community support and value this practice? (Els actors externs a la UdG, com valoren i donen suport a la pràctica?)</p>	<p>Els resultats més importants de l'avaluació del PROMIBE mostren que els estudiants expressen majoritàriament que els agrada fer un ús intensiu de la plataforma EKA i que les accions plantejades són positives per al grup-classe. Els professors-tutors expressen la seva satisfacció amb el suport rebut i com d'importants són aquest tipus d'actuacions per superar la seva percepció de baixa autoeficàcia a l'hora d'introduir noves metodologies a l'aula amb un alt contingut digital. Així mateix, els tallers que l'equip ha desenvolupat per promoure el benestar, per una banda, i l'ús saludable els TIC, per l'altra, han estat valorats positivament pel professorat i pels estudiants dels centres participants, i</p>



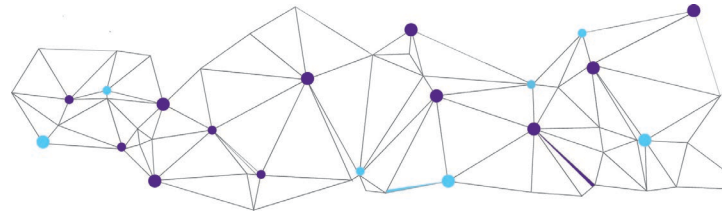
	<p>actualment se segueixen organitzant nous tallers sobre l'ús responsable de las tecnologies en d'altres centres educatius del territori. Actualment des del PROMIBE s'estan plantejant accions que vinculen els centres educatius amb el seu context municipal a través de la metodologia de l'aprenentatge basat en projectes i l'aprenentatge- servei tot plantejant projectes que són significatius per als estudiants i els centres educatius i que comporten una major participació social dels primers.</p>
<p>How do your peers and students support and value this practice? (Com valoren i donen suport a la iniciativa els vostres companys i estudiants?)</p>	<p>Entre els investigadors i investigadors interessats pel benestar infantil i adolescent existeix cada vegada més sensibilitat per transferir els coneixements adquirits a partir de recollides de dades a la societat i per trobar maneres més efectives de promoure aquest benestar. Per una altra banda, és una pràctica habitual per a l'equip de recerca comptar amb la col·laboració d'estudiants en pràctiques que complementen i donen suport a les activitats de l'equip. Aquesta col·laboració contribueix a la seva formació dels estudiants i a promoure una cultura de compromís dels investigadors i investigadores amb la societat.</p>

FITXA 30: Diploma d'especialització en Competències Bàsiques per a la Inclusió Sociolaboral

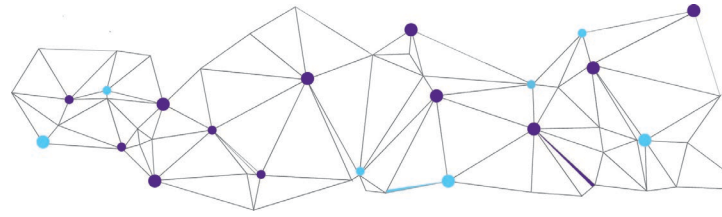
Case study provided by (Estudi de cas/pràctica/iniciativa proposada per): name, surname, faculty, department or unit (nom, cognom, Facultat, departament o servei)

Vicerektorat de Territori i Compromís Social, Grup Recerca en la Diversitat, Fundación ONCE, Fundació UdG Innovació i Formació) (vr.territori.compromis@udg.edu)

1. Description of community-engagement practice (Descripció de la pràctica del compromís social/arelament al territori)	
<p>Brief description of practice (Please use the sub-questions, if relevant.) (Breu descripció de la pràctica o iniciativa. Feu servir les sub-preguntes, si escau.)</p>	<p>Es tracta d'un curs adreçat a joves de fins a 30 anys amb discapacitat intel·lectual inscrits en el sistema de Garantia Juvenil Aquest diploma d'especialització és de caràcter híbrid o mixt; la docència (30 crèdits ECTS) es distribueix al 50% entre activitats inclusives (desenvolupades conjuntament amb estudiants de diferents graus de la Facultat d'Educació i Psicologia) i activitats específiques (que seran dutes a terme de forma individual o en grup per part únicament dels participants al programa). El suport a les necessitats d'inclusió laboral dels joves participants justifica l'organització i el desenvolupament d'un pràcticum personalitzat que serà dut a terme en llocs de treball ordinaris (12 crèdits ECTS), així com la realització de tutories individuals que permetin fer adaptacions personalitzades de les diferents matèries.</p>
<p>What are the main goals of the practice?</p>	



<i>(Quins són els objectius principals de la pràctica o iniciativa?)</i>	
<i>What are the main activities? (Quines són les activitats principals)</i>	
<i>Who is organising the practice? (Qui organitza la pràctica o iniciativa?)</i>	
<i>Who initiated it? (Qui la va iniciar?)</i>	
Web link (Enllaç web)	https://www.fundacioudg.org/ca/diploma-especialitzacio-competencies-basiques-inclusio-sociolaboral.html
How is the community/target group with which you engage involved in the implementation of this practice? (Com participa en la implementació de la pràctica el col·lectiu objectiu (target) de la comunitat?)	Són els estudiants del curs.
2. Support for community engagement / Suport al compromís social/arrelament al territori	
How does the university support this community-engaged practice? (Com dona suport la UdG a aquesta pràctica o iniciativa?)	Suport institucional (espais i recursos de personal)
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support? (L'organitzador té un pressupost oficial? La UdG hi proporciona serveis i/o suport administratiu?)</i>	Una bona part del pressupost prové de la convocatòria de la Fundació ONCE: https://www.fundaciononce.es/es/pagina/v-convocatoria-de-ayudas-para-programas-universitarios-de-formacion-para-el-empleo
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)? (La pràctica forma part de l'estratègia institucional?)</i>	
<i>Is it a continuous or a 'one-off' collaboration? (És una pràctica institucionalitzada o una col·laboració temporal?)</i>	
<i>Does the university give any form of recognition or promotion of the practice?</i>	

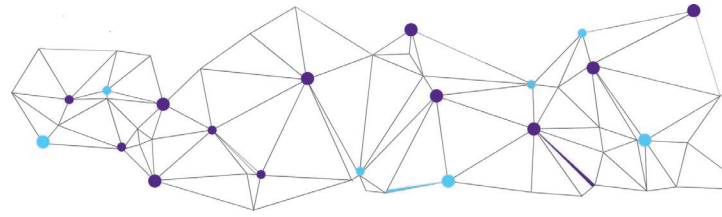


(La UdG dona algun tipus de reconeixement o fa promoció de la pràctica?)	
How do partners from the community support and value this practice? (Els actors externs a la UdG, com valoren i donen suport a la pràctica?)	Les valoracions dels estudiants són molt positives. Estan recollides en la memòria.
How do your peers and students support and value this practice? (Com valoren i donen suport a la iniciativa els vostres companys i estudiants?)	Els estudiants del grau reglat valoren molt positivament poder compartir espais amb aquests estudiants. També una bona part del professorat, que es presta a col·laborar amb el programa. Evidències recollides en la memòria.

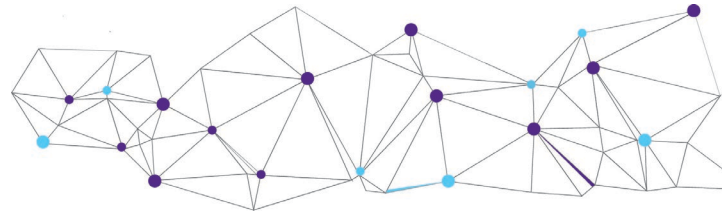
FITXA 31 : Servei d'Atenció Integral LGTBI (SAI)

Case study provided Unitat de Compromís Social - Àrea d'Igualtat amb conveni amb la Direcció General d'Igualtat de la Generalitat de Catalunya

1. Description of community-engagement practice (Descripció de la pràctica del compromís social/arrelament al territori)	
Brief description of practice (Please use the sub-questions, if relevant.) (Breu descripció de la pràctica o iniciativa. Feu servir les sub-preguntes, si escau.)	<p>El SAI LGTBI té com a objectiu sensibilitzar i informar a persones i entitats, sobre la diversitat d'orientació sexual i d'identitat de gènere i prevenir LGTBifòbia. Vol donar resposta a situacions de discriminació, donar acompanyament, suport o informació a l'estudiantat en relació a la diversitat sexual i de gènere. També vol promoure la participació del col·lectiu LGTBI, així com ser un difusor de la cultura relacionada.</p> <p>El SAI LGTBI també promou la formació dels treballadors/es públics de la nostra universitat i el disseny i la implementació de les accions LGTBI de la mateixa.</p> <p>El SAI de la UdG, a l'igual que la resta dels serveis de la Xarxa SAI de Catalunya, també realitza les gestions per fer el tràmit de la targeta sanitària amb el nom sentit i el certificat "faig constar" per a les persones trans*, majors i menors d'edat.</p>
<i>What are the main goals of the practice?</i> (Quins són els objectius principals de la pràctica o iniciativa?)	
<i>What are the main activities?</i> (Quines són les activitats principals)	
<i>Who is organising the practice?</i> (Qui organitza la pràctica o iniciativa?)	
<i>Who initiated it?</i> (Qui la va iniciar?)	

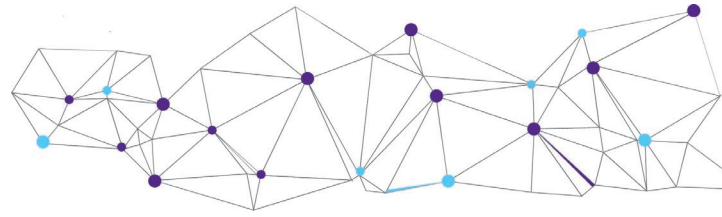


Web link (Enllaç web)	https://www.udg.edu/ca/compromis-social/arees/igualtat-de-generes
How is the community/target group with which you engage involved in the implementation of this practice? (Com participa en la implementació de la pràctica el col·lectiu objectiu (target) de la comunitat?)	El SAI LGTBI treballa directament amb tota la comunitat UdG sense deixar de ser a la xarxa dels serveis de tota Catalunya, la qual cosa permet fer un treball integrat dins de la comunitat, però també alhora en contacte directe amb el territori més proper, com són les entitats o bé els SAI municipals i/o comarcals. El compromís es treballa directament amb la defensa i promulgació dels drets de les persones LGTBI, que són Drets Humans, i ho fa mitjançant la formació i la sensibilització, així com amb la reivindicació i l'acompanyament en les denúncies i el treball contra la LGTBIfòbia.
2. Support for community engagement / Suport al compromís social/arrelament al territori	
How does the university support this community-engaged practice? (Com dona suport la UdG a aquesta pràctica o iniciativa?)	Aquest projecte es financia totalment amb recursos materials i humans de la pròpia UdG i està recollit com a acció del II Pla d'Igualtat de la nostra universitat.
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i> (L'organitzador té un pressupost oficial? La UdG hi proporciona serveis i/o suport administratiu?)	
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i> (La pràctica forma part de l'estratègia institucional?)	
<i>Is it a continuous or a 'one-off' collaboration?</i> (És una pràctica institucionalitzada o una col·laboració temporal?)	
<i>Does the university give any form of recognition or promotion of the practice?</i> (La UdG dona algun tipus de reconeixement o fa promoció de la pràctica?)	
How do partners from the community support and value this practice? (Els actors externs a la UdG, com valoren i donen suport a la pràctica?)	El SAI LGTBI de la UdG treballa conjuntament amb la Direcció General d'Igualtat del Departament de Treball, Afers Socials i Famílies de la Generalitat de Catalunya. Des d'aquesta delegació se'ns ha donat formació i accés als mateixos recursos tècnics i professionals de la resta de SAIs.
How do your peers and students support and value this practice? (Com valoren i donen suport a la iniciativa els vostres companys i estudiants?)	Aquest és un Projecte totalment UdG quant a la resposta i a la col·laboració obtinguda des de la Comissió d'Igualtat fins al PDI que treballa aquest àmbit. L'estudiantat valora positivament les accions que potencien la diversitat.



FITXA 35: Comissions de Territori i de Centres de Secundària del Consell Social de la UdG i Ajuts del Consell Social

1. Description of community-engagement practice (Descripció de la pràctica del compromís social/arrelament al territori)	
<p>Brief description of practice (Please use the sub-questions, if relevant.)</p> <p>(Breu descripció de la pràctica o iniciativa. Feu servir les sub-preguntes, si escau.)</p>	Comissions de Territori i de Centres de Secundària del Consell Social de la UdG i Ajuts del Consell Social
<p>What are the main goals of the practice? (Quins són els objectius principals de la pràctica o iniciativa?)</p>	El 2018 el Consell Social va impulsar la creació de la Comissió de Territori per promoure la participació dels ajuntaments en l'activitat de la UdG, i viceversa. també va impulsar la creació de la Comissió de Centres de Secundària amb el mateix objectiu.
<p>What are the main activities? (Quines són les activitats principals?)</p>	<p>Reunions trimestrals amb actors del territori (alcaldes i directors de centres de secundària, respectivament) per connectar la universitat amb el territori, i per tractar temes d'interès per als integrants de les comissions.</p> <p>Respecte als ajuts, cada any es promou una convocatòria té per objecte concedir ajuts a les facultats, escoles, departaments, instituts universitaris de recerca, a l'Institut de Ciències de l'Educació Josep Pallach, a les càtedres i altres estructures de recerca de la Universitat de Girona per desenvolupar projectes i activitats emmarcades en alguna d'aquestes accions:</p> <ul style="list-style-type: none"> a) Activitats destinades a estudiants de batxillerat per fomentar el seu coneixement de la Universitat i que hi tinguin un primer contacte. b) Activitats que apropin a la societat la recerca i la transferència del coneixement universitari. c) Activitats que apropin a la societat la docència universitària. d) d) Activitats que facilitin la promoció i l'atracció del món laboral a la Universitat.
<p>Who is organising the practice? (Qui organitza la pràctica o iniciativa?)</p>	El mateix Consell Social de la UdG a través de les diferents comissions i estructura
<p>Who initiated it? (Qui la va iniciar?)</p>	
<p>Web link (Enllaç web)</p>	https://www.udg.edu/ca/consellsocial/organs-i-funcionament/comissions



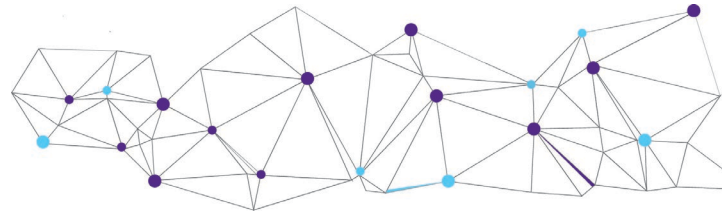
	https://www.udg.edu/ca/consellsocial/beques-ajuts-i-premis
How is the community/target group with which you engage involved in the implementation of this practice? (Com participa en la implementació de la pràctica el col·lectiu objectiu (target) de la comunitat?)	Assistent i participant en les reunions i accions proposades. En el cas dels ajuts, sol·licitant els ajuts.
2. Support for community engagement / Suport al compromís social/arrelament al territori	
How does the university support this community-engaged practice? (Com dona suport la UdG a aquesta pràctica o iniciativa?)	El Consell Social organitza i dona suport administratiu a les reunions i a la convocatòria. L'existència d'aquestes comissions té vinculació amb l'estratègia institucional.
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i> (L'organitzador té un pressupost oficial? La UdG hi proporciona serveis i/o suport administratiu?)	Hi ha pressupost oficial i la UdG hi proporciona estructura i suport.
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i> (La pràctica forma part de l'estratègia institucional?)	Sí
<i>Is it a continuous or a 'one-off' collaboration?</i> (És una pràctica institucionalitzada o una col·laboració temporal?)	És una pràctica institucionalitzada.
<i>Does the university give any form of recognition or promotion of the practice?</i> (La UdG dona algun tipus de reconeixement o fa promoció de la pràctica?)	
How do partners from the community support and value this practice? (Els actors externs a la UdG, com valoren i donen suport a la pràctica?)	L'acceptació és bona i l'assistència també. De moment no hi ha altres formes d'avaluació.
How do your peers and students support and value this practice? (Com valoren i donen suport a la iniciativa els vostres companys i estudiants?)	No hi ha prou dades per contestar.



FITXA 38: Alumni i CASFU

Case study provided by *Vicerektorat d'Estudiants i Inserció Laboral / Vicerektorat de Territori i Compromís Social*

1. Description of community-engagement practice (Descripció de la pràctica del compromís social/arrelament al territori)	
<p>Brief description of practice (Please use the sub-questions, if relevant.)</p> <p><i>(Breu descripció de la pràctica o iniciativa. Feu servir les sub-preguntes, si escau.)</i></p>	<p>En tots dos casos, es tracta de crear una estructura institucional perquè els antics estudiants, en el cas d'Alumni, i els treballadors i treballadores jubilats, en el cas del CASFU, puguin seguir vinculats a la universitat, i puguin aportar la seva expertesa. També poden seguir vinculats i rebre suport de la universitat, de manera que poden seguir vinculats sempre que vulguin. En el cas d'Alumni, es tracta d'una oportunitat per continuar vinculats a la Universitat de Girona i gaudir de tots els avantatges de ser Alumni UdG: Borsa de treball, orientació professional, Escola de competències, descomptes en màsters i postgraus, biblioteca, esports, idiomes, activitats culturals i debats d'actualitat, networking, formació, empenedoria, entre altres.</p>
<p><i>What are the main goals of the practice? (Quins són els objectius principals de la pràctica o iniciativa?)</i></p>	
<p><i>What are the main activities? (Quines són les activitats principals)</i></p>	
<p><i>Who is organising the practice? (Qui organitza la pràctica o iniciativa?)</i></p>	
<p><i>Who initiated it? (Qui la va iniciar?)</i></p>	
<p>Web link (Enllaç web)</p>	<p>https://www.udg.edu/ca/udgocupacio/alumni https://www.udg.edu/ca/associacions/CASFU-Seguim-fent-UdG</p>
<p>How is the community/target group with which you engage involved in the implementation of this practice? (Com participa en la implementació de la pràctica el col·lectiu objectiu (target) de la comunitat?)</p>	<p>En tots dos casos organitzen tots tipus d'activitats i participen en determinats àmbits de la vida universitària. També connecten membres de la comunitat universitària (sobretot en el cas dels Alumni) amb la societat.</p>
2. Support for community engagement / Suport al compromís social/arrelament al territori	
<p>How does the university support this community-engaged practice? (Com dona suport la UdG a aquesta pràctica o iniciativa?)</p>	<p>En el cas de CASFU, reben un pressupost anual, i depenen funcionalment d'un servei, la Unitat de Compromís Social.</p>

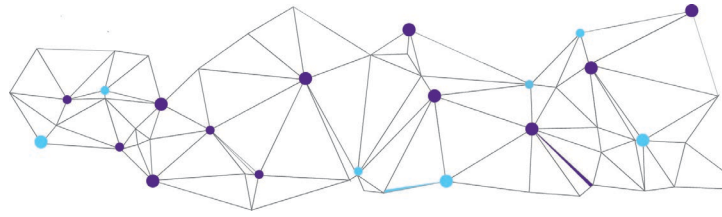


	Són dues accions amb suport institucional.
<p><i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i> (L'organitzador té un pressupost oficial? La UdG hi proporciona serveis i/o suport administratiu?)</p>	
<p><i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i> (La pràctica forma part de l'estratègia institucional?)</p>	
<p><i>Is it a continuous or a 'one-off' collaboration?</i> (És una pràctica institucionalitzada o una col·laboració temporal?)</p>	
<p><i>Does the university give any form of recognition or promotion of the practice?</i> (La UdG dona algun tipus de reconeixement o fa promoció de la pràctica?)</p>	
<p>How do partners from the community support and value this practice? (Els actors externs a la UdG, com valoren i donen suport a la pràctica?)</p>	No hi ha evidències
<p>How do your peers and students support and value this practice? (Com valoren i donen suport a la iniciativa els vostres companys i estudiants?)</p>	No hi ha evidències

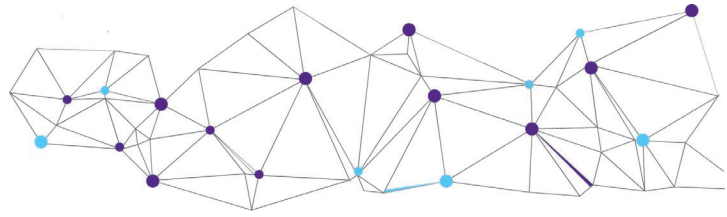
FITXA 4.1: Incidència dels mitjans de comunicació en el territori

Case study provided by Lluís Costa Fernández. Departament Filologia i Comunicació.

1. Description of community-engagement practice (Descripció de la pràctica del compromís social/arrelament al territori)	
<p>Brief description of practice (Please use the sub-questions, if relevant.) (Breu descripció de la pràctica o iniciativa. Feu servir les sub-preguntes, si escau.)</p>	
<p><i>What are the main goals of the practice?</i> (Quins són els objectius principals de la pràctica o iniciativa?)</p>	



<p><i>What are the main activities? (Quines són les activitats principals)</i></p>	<p>1. Mapa/itinerari interactiu que te com a fil conductor els mitjans de comunicació de Girona, i que transita per diversos punts de la ciutat a partir d'episodis i fets rellevants i significatius explicats sota l'òptica d'aquests mitjans. El recorregut es planteja sota criteris cronològics, i arrenca a finals del segle XVIII amb l'aparició del primer periòdic a Girona i es clou a l'actualitat. L'objectiu prioritari de l'itinerari és aprofundir en el coneixement de la ciutat de Girona, de la seva gent i dels seus mitjans de comunicació, i oferir de manera didàctica i lúdica plataformes i estratègies que permetin al ciutadà gironí –i al visitant– recorre i experimentar, de manera virtual i física, indrets, carrers, places i moments de la Ciutat.</p> <p>2. Projecte experimental que proposa un cas pràctic, amb l'objectiu de fixar l'atenció sobre la història i la realitat actual dels barris de la ciutat de Girona. El projecte exigeix un aprofundiment en les tècniques de redacció dels diversos gèneres periodístics com a base per a la construcció d'un mapa/itinerari interactiu que recorri diversos punts del barri en qüestió a partir d'episodis i fets rellevants i significatius explicats a partir de diverses fonts documentals, amb preferència dels mitjans de comunicació. L'objectiu prioritari del projecte és la creació d'un producte destinat als ciutadans de Girona, per tal que coneguin la història i la realitat dels seus barris, tot oferint, de manera didàctica i lúdica, plataformes i estratègies que permetin, tant al ciutadà gironí com al visitant, recorre i experimentar, de manera virtual i física, indrets, carrers, places i moments dels barris de la ciutat de Girona, així com es pot escoltar la veu de personatges molt representatius de cada barri.</p> <p>3. Cada grup ha de produir un reportatge sobre els efectes de la Covid 19 en una institució/centre cultural que prèviament se li ha assignat. Objectius: –Fer conèixer als alumnes el procés d'edició d'una publicació nadiua digital i multimèdia. –Fer-los participants del procés generant continguts que després són publicats a la revista Esguard.</p> <p>4. Girona FM estrena aquesta setmana el nou programa produït en coordinació amb la Universitat de Girona. Sota el nom “Pensar en la comunicació” l'espai aproparà un format vinculat al cicle Pensar la comunicació, de la mà de personalitats destacades de l'àmbit comunicatiu de Girona. El projecte s'emmarca dins el Grau de Comunicació Cultural de la Facultat de Lletres i en concret dins el mòdul “Transformacions del món global”.</p> <p>“Pensar la Comunicació” arriba des d'un plantejament radiofònic i en un moment de potenciació dels mitjans de comunicació i de</p>
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les eines telemàtiques pel desenvolupament de contingut. En aquest sentit, Girona FM produirà l'espai que adoptarà un format transversal sense perdre la seva utilitat educativa. Cada capítol del programa girarà a l'entorn d'una conferència plantejada en dues parts diferenciades de 20' cadascuna. De la mateixa conferència, se'n derivaran plantejaments dels mateixos alumnes, tot procurant que siguin ells mateixos els que elaborin un comentari i interpretació dels continguts exposats.

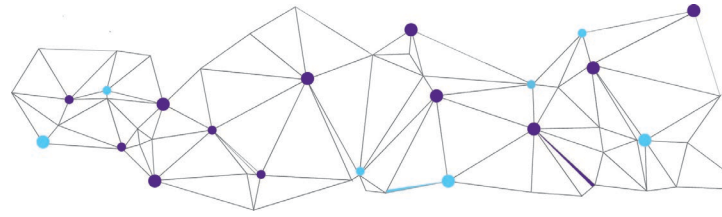
Des de Girona FM es produiran les conferències i les rondes de preguntes però, en definitiva, seran els mateixos alumnes qui s'ocuparan del contingut de cada programa. A partir de la selecció de sis càpsules, es comentarà la conferència de manera equitativa a través d'un enregistrament propi. Alhora, la participació transversal dels estudiants es posarà en pràctica també a la plataforma web de Girona FM. On a més del podcast corresponent, també es podran llegir els diferents comentaris i continguts plantejats pels alumnes.

El cicle de conferències "Pensar la Comunicació", que arriba a la seva vuitena edició, té l'objectiu de fomentar la reflexió i el debat al voltant de la comunicació en la societat contemporània, des de diverses perspectives i formats (enguany de forma telemàtica), i en l'edició actual amb una clara voluntat d'innovació docent. Sota la direcció del professor de la UdG, el doctor Lluís Costa i amb la producció audiovisual de Girona FM, enguany es comptarà amb les conferències de la periodista Núria Riquelme, l'advocat i activista Joan Tamayo, la Dra. Eva Palau, el gestor cultural Ricard Planas i l'actriu Marieta Sánchez.

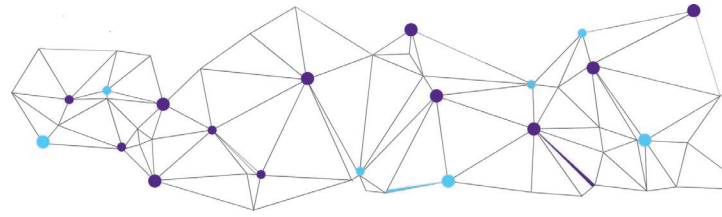
L'espai es podrà seguir els divendres a les 15:00h a Girona FM, en reemissió a les 18:00h i també estarà disponible a la plataforma podcast de gironafm.cat. Amb aquest format es potencia el pla de programació de l'emissora municipal, amb l'objectiu de fomentar els espais de formació i col·laboració educativa, i en aquest cas, amb la Universitat de Girona.

5. Elaboració de reportatges i entrevistes radiofòniques sobre el fenomen de la migració, explicant històries d'americans emigrats a Catalunya. La durada dels reportatges ha de ser d'entre 5 i 10 minuts, en base a les característiques que s'explicaran per tal que tots tinguin el mateix format i textura. Cada grup haurà d'elaborar un reportatge i dues entrevistes. Objectiu:

- Fer conèixer als alumnes les característiques i el funcionament d'una emissora de ràdio online d'abast internacional.



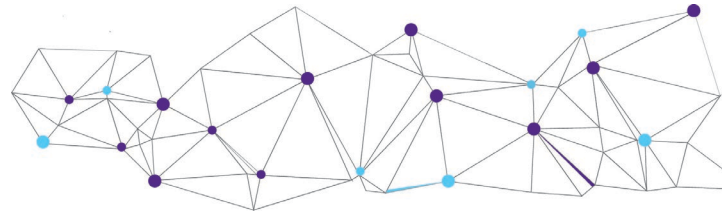
	<ul style="list-style-type: none"> • Fer-los participants del procés d'elaboració de continguts que després seran emesos per la ràdio, en contacte amb fets i persones de diversos països d'Amèrica.
Who is organising the practice? (Qui organitza la pràctica o iniciativa?)	
Who initiated it? (Qui la va iniciar?)	
Web link (Enllaç web)	<ol style="list-style-type: none"> 1. Itinerari-mitjans.csii.cat 2. Itinerari-barris.csii.cat 3. Revista Esguard 4. Ràdio Amèrica-Barcelona 5. Girona FM
How is the community/target group with which you engage involved in the implementation of this practice? (Com participa en la implementació de la pràctica el col·lectiu objectiu (target) de la comunitat?)	Adreçat a la ciutadania en general
2. Support for community engagement / Suport al compromís social/arrelament al territori	
How does the university support this community-engaged practice? (Com dona suport la UdG a aquesta pràctica o iniciativa?)	Reconeixement i promoció institucional
Does the organizer have a formal budget? Does the university provide facilities and/or administrative support? (L'organitzador té un pressupost oficial? La UdG hi proporciona serveis i/o suport administratiu?)	
Does the practice fit in a broader strategy or framework of the organizer (the university)? (La pràctica forma part de l'estratègia institucional?)	
Is it a continuous or a 'one-off' collaboration? (És una pràctica institucionalitzada o una col·laboració temporal?)	



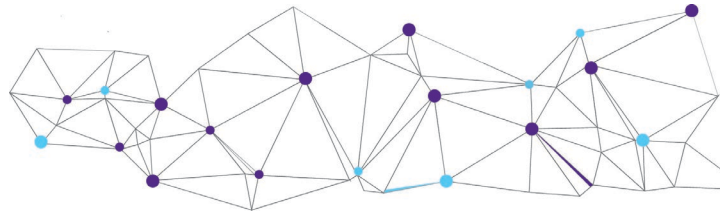
<p><i>Does the university give any form of recognition or promotion of the practice?</i> (La UdG dona algun tipus de reconeixement o fa promoció de la pràctica?)</p>	
<p>How do partners from the community support and value this practice? (Els actors externs a la UdG, com valoren i donen suport a la pràctica?)</p>	Molta difusió mediàtica.
<p>How do your peers and students support and value this practice? (Com valoren i donen suport a la iniciativa els vostres companys i estudiants?)</p>	Valorada positivament per la comunitat universitària.

FITXA 42:Projecte MIRALL

1. Description of community-engagement practice (Descripció de la pràctica del compromís social/arrelament al territori)	
<p>Brief description of practice (Please use the sub-questions, if relevant.) (Breu descripció de la pràctica o iniciativa. Feu servir les sub-preguntes, si escau.)</p>	Projecte MIRALL
<p><i>What are the main goals of the practice?</i> (Quins són els objectius principals de la pràctica o iniciativa?)</p>	Es pretén trencar el sostre de vidre de molt alumnes d'origen immigrant front la falta d'expectatives que passen per una carrera universitària.
<p><i>What are the main activities?</i> (Quines són les activitats principals)</p>	Amb ajuda d'estudiants de Psicologia de la UdG, es pretén que un grup d'alumnes de 3er d'ESO de l'Institut de Sta. Eugènia, amb una ratio del 76% d'origen immigrant i únic institut de la ciutat de Girona d'alta complexitat, contactin amb estudiants universitaris que puguin ser referents, als alumnes de 2on d'ESO, d'una possible trajectòria professional que contempli els estudis universitaris.
<p><i>Who is organising the practice?</i> (Qui organitza la pràctica o iniciativa?)</p>	Els estudis de Psicologia.
<p><i>Who initiated it?</i> (Qui la va iniciar?)</p>	Els Estudis de Psicologia.



Web link (Enllaç web)	
How is the community/target group with which you engage involved in the implementation of this practice? (Com participa en la implementació de la pràctica el col·lectiu objectiu (target) de la comunitat?)	El col·lectiu objectiu (alumnes de 3er d'ESAO) crea els materials per fer la selecció, el guió i el registre de les sessions que tindran lloc amb els alumnes de 2on d'ESO.
2. Support for community engagement / Suport al compromís social/arrelament al territori	
How does the university support this community-engaged practice? (Com dona suport la UdG a aquesta pràctica o iniciativa?)	La UdG proporciona el suport del alumnes de Psicologia. També planifica i organitza les tasques que es porten a terme.
<i>Does the organizer have a formal budget?</i> <i>Does the university provide facilities and/or administrative support?</i> (L'organitzador té un pressupost oficial? La UdG hi proporciona serveis i/o suport administratiu?)	
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i> (La pràctica forma part de l'estratègia institucional?)	
<i>Is it a continuous or a 'one-off' collaboration?</i> (És una pràctica institucionalitzada o una col·laboració temporal?)	
<i>Does the university give any form of recognition or promotion of the practice?</i> (La UdG dona algun tipus de reconeixement o fa promoció de la pràctica?)	
How do partners from the community support and value this practice? (Els actors externs a la UdG, com valoren i donen suport a la pràctica?)	Col·laboren en la planificació del projecte, aporten els espais i els recursos pedagògics necessaris.
How do your peers and students support and value this practice? (Com valoren i donen suport a la iniciativa els vostres companys i estudiants?)	Fins ara, curs 2018-19 (l'anterior no es va poder realitzar per la pandèmia) la valoració ha estat molt positiva. Enguany, començarem el 26 d'abril, després de Setmana Santa



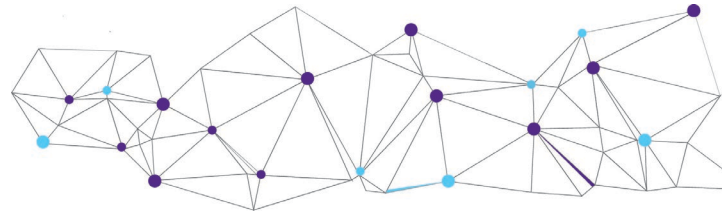
FITXA 44: Procés d'acreditació dels programes formatius dels graus i màsters oficials

Case study provided by Bea Caparrós – Vicedegana Facultat d'Educació i Psicologia

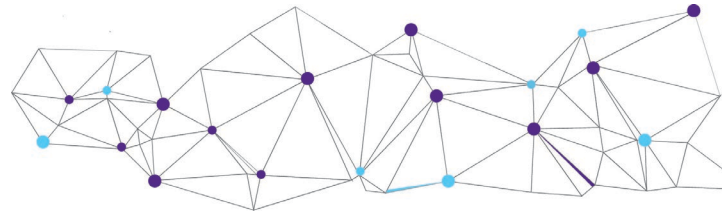
1. Description of community-engagement practice (Descripció de la pràctica del compromís social/arrelament al territori)	
<p>Brief description of practice (Please use the sub-questions, if relevant.)</p> <p><i>(Breu descripció de la pràctica o iniciativa. Feu servir les sub-preguntes, si escau.)</i></p>	<p>L'acreditació és un procés d'avaluació interna i externa de la titulació amb l'objectiu d'avaluar la seva qualitat i demostrar que s'està desenvolupant tal com estava planificada a la verificació. Per assolir aquest objectiu el model d'acreditació assumeix els següents pressupòsits : -adopció de criteris i directrius europeus, -valoració d'evidències i fonamentació de les accions de millora, -rendició de comptes i millora contínua, -atenció a la formació dels estudiants, -transparència i publicitat dels processos i resultats, i -reconeixement del progrés i bones pràctiques.</p> <p>Totes les titulacions universitàries oficials han de passar pel procés d'acreditació abans dels sis anys a comptar des de la seva verificació inicial (o darrera acreditació), en el cas dels graus i doctorats, i abans dels quatre anys, en el cas dels màsters.</p> <p>El procés d'acreditació de la UdG, s'estructura en dues etapes: l'avaluació interna i l'avaluació externa.</p> <p>L'avaluació interna és el procés d'anàlisi i valoració de la titulació que es posa de manifest en un autoinforme d'acreditació que inclou un pla de millora. Aquesta avaluació la porta a terme un comitè d'avaluació intern (CAI) a partir d'evidències i indicadors seguint les directrius que marca la Guia per a l'acreditació de les titulacions oficials de grau i màster (AQU Catalunya). El CAI està format per l'equip directiu del centre, professorat, estudiantat, personal administratiu, titulats i altres agents de la comunitat vinculats a a les titulacions formatives a avaluar.</p> <p>L'avaluació externa, portada a terme pel Comitè d'Avaluació Extern (CAE) és la comprovació <i>in situ</i> del funcionament de la titulació, el qual queda reflectit en l'informe de visita externa. Aquesta valoració es fa a partir de l'anàlisi de l'autoinforme, de les evidències presentades i de la visita del CAE al centre que s'entrevista amb tots els grups d'interès: equip de govern, CAI, professors, estudiants, personal d'administració i serveis, titulats i ocupadors.</p> <p>L'informe d'acreditació de la titulació es tramet de manera oficial a les entitats estatals i autonòmiques competents perquè continuï el procés administratiu de l'acreditació del títol.</p>



	Un resultat desfavorable implicaria la desprogramació de la titulació.
<i>What are the main goals of the practice? (Quins són els objectius principals de la pràctica o iniciativa?)</i>	L'objectiu general de l'acreditació és assegurar que els programes formatiu que s'ofereixen a la universitat compleixen tant amb els requisits formals o administratius regulats, com amb el nivell formatiu dels estudiants certificat per la institució. Els objectius específics de l'acreditació se centren en avaluar si a) es compleixen els requisits legals establerts per l'autoritat; b) el perfil de competències de la proposta acadèmica és l'adequat per la titulació, c) els recursos de professorat, suport a l'aprenentatge, infraestructures i recursos materials; d) les certificacions atorgades corresponen al nivell de qualitat exigít; e) les taxes d'ocupabilitat i satisfacció dels titulats són adequades, i f) es disposa de mecanismes de garantia interna de qualitat.
<i>What are the main activities? (Quines són les activitats principals)</i>	La principal activitat és l'avaluació dels títols formatius dels centres docents de la UdG. El procés consta de les següents fases: presentació i acceptació de la sol·licitud d'acreditació, elaboració de l'autoinforme i aportació d'evidències per part del CAI, revisió de l'autoinforme i evidències per part del CAE, visita del CAE i informe previ d'avaluació, i finalment emissió de l'informe definitiu per la Comissió Específica d'Àmbit d'AQU.
<i>Who is organising the practice? (Qui organitza la pràctica o iniciativa?)</i>	En un primer moment la institució sol·licita l'acreditació dels títols que s'han de sotmetre a avaluació a les autoritats administratives, A partir de l'acceptació d'aquestes, els equips de deganat del centre amb el suport del Gabinet de Planificació i Avaluació de la UdG inicien i desenvolupen tot el procés
<i>Who initiated it? (Qui la va iniciar?)</i>	La UdG per seguiment de la normativa autonòmica i les directrius d'AQU Catalunya.
Web link (Enllaç web)	https://www.udg.edu/en/udgqualitat/qualitat-de-les-titulacions/acreditacio-de-titols
How is the community/target group with which you engage involved in the implementation of this practice? (Com participa en la implementació de la pràctica el col·lectiu objectiu (target) de la comunitat?)	Agents clau de la comunitat participen en els Comitès d'Avaluació Interna durant el procés d'avaluació dels títols formatius de la UdG. Aquest agents de la comunitat participen en tot el procés de l'acreditació, per una banda, en l'elaboració de l'autoinforme, analitzant i valorant els indicadors i evidències aportades des de diferents fonts, i per una altra, contribuint amb el seu coneixement i experiència del context extern professional. Aquesta participació externa és molt rellevant en aquest procés d'avaluació de les titulacions universitàries.
2. Support for community engagement / Suport al compromís social/arrelament al territori	
How does the university support this community-engaged practice?	En tot el procés d'acreditació la institució dona suport administratiu tant del mateix centre objecte d'avaluació, com d'altres unitats i serveis de la pròpia universitat.



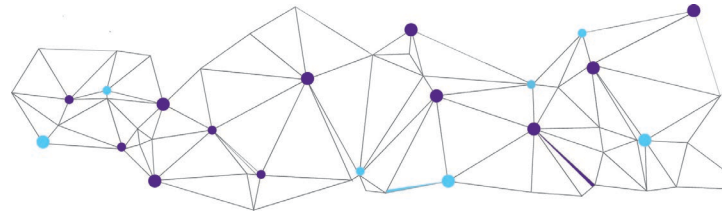
(Com dona suport la UdG a aquesta pràctica o iniciativa?)	
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i> (L'organitzador té un pressupost oficial? La UdG hi proporciona serveis i/o suport administratiu?)	Hi ha suport administratiu pel procés d'acreditació
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i> (La pràctica forma part de l'estratègia institucional?)	La pràctica és consubstancial a l'estratègia institucional. La política de qualitat de la UdG té coma objectiu primordial la cerca de l'excel·lència en la docència, recerca i gestió, i té un compromís explícit en el seu compromís amb la comunitat, la promoció de la millora continuada, i la integració dels ODS de manera transversal a les activitats universitàries.
<i>Is it a continuous or a 'one-off' collaboration?</i> (És una pràctica institucionalitzada o una col·laboració temporal?)	És una pràctica institucionalitzada
<i>Does the university give any form of recognition or promotion of the practice?</i> (La UdG dona algun tipus de reconeixement o fa promoció de la pràctica?)	Sí, fa difusió del nivell d'assoliment de qualitat dels títols formatius un cop s'han rebut els informes de l'avaluació externa. També posa a l'abast de la ciutadania els informes d'avaluació interna, els indicadors i el pla de millora.
How do partners from the community support and value this practice? (Els actors externs a la UdG, com valoren i donen suport a la pràctica?)	Valoren positivament poder participar en el procés de millora dels títols formatius i la vinculació entre el context acadèmic i el professional.
How do your peers and students support and value this practice? (Com valoren i donen suport a la iniciativa els vostres companys i estudiants?)	El procés d'acreditació implica la participació de professorat personal administratiu i estudiants del centre. Cada cop hi ha més coneixement dels sistemes de garantia interna de qualitat entre els membres de la comunitat universitària i més implicació i suport per part d'aquests en els processos d'acreditació.



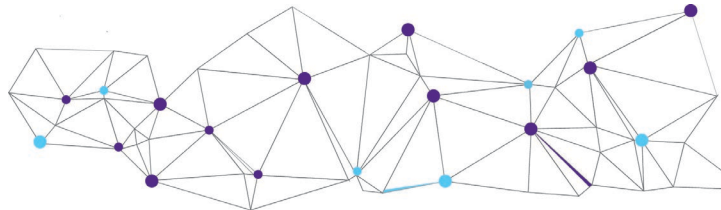
FITXA 45: Anàlisi de la inserció professional i la millora formativa dels Graus en Pedagogia, Treball Social i Educació Social

Pere Soler – Facultat d'Educació i Psicologia.

1. Description of community-engagement practice (Descripció de la pràctica del compromís social/arrelament al territori)	
<p>Brief description of practice (Please use the sub-questions, if relevant.)</p> <p>(Breu descripció de la pràctica o iniciativa. Feu servir les sub-preguntes, si escau.)</p>	
<p><i>What are the main goals of the practice?</i> (Quins són els objectius principals de la pràctica o iniciativa?)</p>	<p>En el marc dels projecte d'anàlisi sobre la inserció professional de les persones graduades de la Universitat de Girona dels Graus en Educació social, Treball social i Pedagogia, es va desenvolupar un estudi dins el projecte transfronterer ProspectSaso (EFA019/15) (Programa Interreg-POCTEFA) entre el 2017 i el 2019. Tenia l'objectiu de conèixer i aprofundir en aspectes relacionats amb la inserció laboral de les persones graduades en Educació Social, Pedagogia i Treball Social, des de la perspectiva tant dels i les graduades com de les institucions i centre ocupadors.</p> <p>Els objectius de l'estudi són:</p> <ul style="list-style-type: none"> - Analitzar la satisfacció de persones ocupadores i graduades respecte a la formació dels graduats. - Conèixer, des de la perspectiva d'ocupadors i graduats; a) la satisfacció, l'adequació i la utilitat de les competències formatives de les persones graduades, i b) la formació pràctica i la seva utilitat per a la inserció professional i l'acompliment de les tasques. - Aportar propostes de millora per a la formació de l'estudiantat del grau en Educació Social, Treball Social i Pedagogia. - Identificació de les necessitats d'ocupació del territori en estudi;
<p><i>What are the main activities?</i> (Quines són les activitats principals)</p>	<ul style="list-style-type: none"> • Enviament d'un qüestionari (on-line) dirigit a les persones recent graduades (Educació social, Pedagogia i Treball Social). • Enviament d'un qüestionari (on-line) dirigit a les i els ocupadors.



	<ul style="list-style-type: none"> •Organització de tres grups de discussió amb graduats/des segons tipus de titulació (Educació social, Pedagogia i Treball social) •Un grup de discussió amb les i els ocupadors de les tres titulacions.
<i>Who is organising the practice? (Qui organitza la pràctica o iniciativa?)</i>	Un equip de professorat vinculat als graus en Educació Social, Treball Social i Pedagogia liderats pels coordinadors i coordinadores dels Graus.
<i>Who initiated it? (Qui la va iniciar?)</i>	El coordinador i les coordinadores dels graus en Educació Social, Treball Social i Pedagogia.
Web link (Enllaç web)	https://www.prospectsaso.com/ca/casa-de-la-investigacio/observatori-transfronterer-de-la-professionalitzacio/
How is the community/target group with which you engage involved in the implementation of this practice? (Com participa en la implementació de la pràctica el col·lectiu objectiu (target) de la comunitat?)	<p>Les i els graduats que van respondre el qüestionari van finalitzar els seus estudis entre l'any 2013 i 2017 i el total de la mostra ha estat de 120 graduats/des.</p> <p>S'enquesta a 59 empreses. Del total d'empreses enquestades 30 (50.85%) són institucions públiques i 24 (40.68%) són privades sense ànim de lucre. Només 5 (8.47%) són de institucions privades.</p> <p>En els grups de discussió hi participen:</p> <ul style="list-style-type: none"> - Grups de discussió de graduats i graduades (8 Educació Social, 6 Pedagogia, i 9 de treball Social). - Grup de discussió d'ocupadors: 7 persones.
2. Support for community engagement / Suport al compromís social/arrelament al territori	
How does the university support this community-engaged practice? (Com dona suport la UdG a aquesta pràctica o iniciativa?)	
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support? (L'organitzador té un pressupost oficial? La UdG hi proporciona serveis i/o suport administratiu?)</i>	La UdG dona suport administratiu i proporciona servei a la coordinació dels graus. L'estudi és finançat pel projecte transfronterer ProspecTsaso (EFA019/15) (Programa Interreg-POCTEFA).
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	No necessàriament, malgrat els processos d'acreditació dels graus requereixen que s'aportin dades sobre la inserció dels graduats (normalment extretes d'enquestes oficials de l'AQU), i

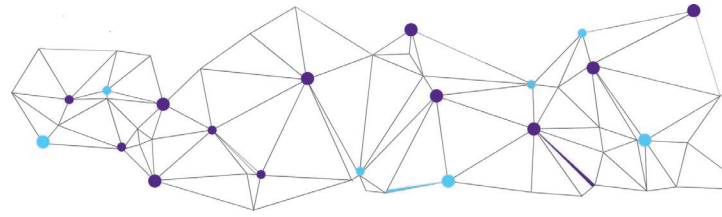


(La pràctica forma part de l'estratègia institucional?)	que la formació s'adapti a les necessitats del context. En aquest cas, es valora com una estratègia específica d'aquests Graus de la Facultat.
<i>Is it a continuous or a 'one-off' collaboration?</i> (És una pràctica institucionalitzada o una col·laboració temporal?)	Es pot considerar una pràctica temporal, però amb l'objectiu de convertir-la en una pràctica institucional a nivell de Facultat.
<i>Does the university give any form of recognition or promotion of the practice?</i> (La UdG dona algun tipus de reconeixement o fa promoció de la pràctica?)	Directament no, tot i que els coordinadors dels graus, utilitzen aquest estudi per a la promoció dels Graus.
How do partners from the community support and value this practice? (Els actors externs a la UdG, com valoren i donen suport a la pràctica?)	L'estudi va tenir força bona acollida entre el col·lectiu d'ocupadors. Es valora positivament que se'ls consulti i que els resultats d'aquesta consulta aportin millores en la formació dels futurs professionals. Els graduats, sobretot els que van participar en els grups de discussió van valorar molt positivament la iniciativa i la possibilitat d'aportar millores a la formació.
How do your peers and students support and value this practice? (Com valoren i donen suport a la iniciativa els vostres companys i estudiants?)	Els estudiants no participen en aquesta experiència. El professorat ho valora positivament, ja que permet introduir millores en el pla formatiu dels Graus.

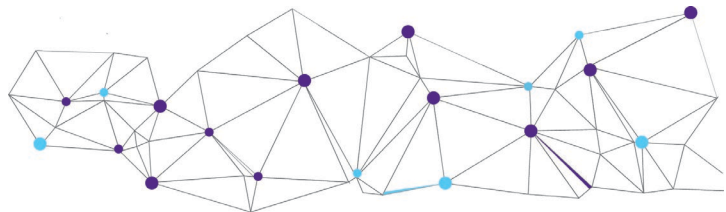
FITXA 46: Jornades de tutors i tutores de practiques de la Facultat d'Educació i Psicologia

Case study provided by Pere Soler – Facultat d'Educació i Psicologia.

1. Description of community-engagement practice (Descripció de la pràctica del compromís social/arrelament al territori)	
Brief description of practice (Please use the sub-questions, if relevant.) (Breu descripció de la pràctica o iniciativa. Feu servir les sub-preguntes, si escau.)	
<i>What are the main goals of the practice?</i> (Quins són els objectius principals de la pràctica o iniciativa?)	Des del curs 2014/2015 s'organitzen les Jornades de tutors i tutores de pràctiques de la Facultat d'Educació i Psicologia. Els objectius de la jornada són:



	<ul style="list-style-type: none"> - Crear un espai de reflexió i debat sobre temes d'interès pels professionals de l'acció social, educativa i psicològica. - Generar espais d'intercanvi per a la millora del seguiment i implementació de les pràctiques curriculars dels diferents Graus. - Recollir aportacions del sector professional per a la millora de la formació de l'estudiantat dels graus de la FEP.
<p><i>What are the main activities? (Quines són les activitats principals)</i></p>	<p>. La jornada s'estructura en dues parts; a la primera es sol realitzar una conferència sobre un tema d'interès per als professionals del sector. La segona part es va realitzar un intercanvi d'experiències entre els tutors/es dels centres de pràctiques i professors/es de la Facultat. Per això, s'organitzen 4 grups de treball dinamitzats pel coordinador de cada grau. Participen entre 80 i 120 persones aproximadament.</p>
<p><i>Who is organising the practice? (Qui organitza la pràctica o iniciativa?)</i></p>	<p>El Vicedeganat de pràctiques i mobilitat en coordinació amb els coordinadors i coordinadores d'estudis dels Graus de la FEP</p>
<p><i>Who initiated it? (Qui la va iniciar?)</i></p>	<p>L'equip de Deganat de la FEP</p>
<p>Web link (Enllaç web)</p>	
<p>How is the community/target group with which you engage involved in the implementation of this practice? (Com participa en la implementació de la pràctica el col·lectiu objectiu (target) de la comunitat?)</p>	<p>En les jornades solen participar entre 80 i 120 persones aproximadament; professionals que han tutoritzat estudiants dels Graus de la FEP i professorat dels diferents graus.</p>
<p>2. Support for community engagement / Suport al compromís social/arrelament al territori</p>	
<p>How does the university support this community-engaged practice? (Com dona suport la UdG a aquesta pràctica o iniciativa?)</p>	
<p><i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i></p>	<p>L'activitat és impulsada per l'equip de Deganat i compta amb un pressupost estable per a la seva realització. Així mateix compta amb tot el suport administratiu de la FEP.</p>

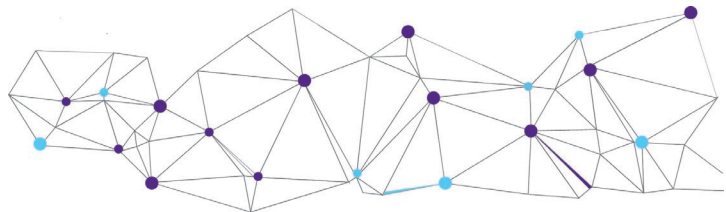


(L'organitzador té un pressupost oficial? La UdG hi proporciona serveis i/o suport administratiu?)	
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i> (La pràctica forma part de l'estratègia institucional?)	Si, és una línia estratègica de la FEP per a apropar mirades amb el sector professional i compensar la tasca que realitzen amb la tutorització de l'estudiantat de la FEP.
<i>Is it a continuous or a 'one-off' collaboration?</i> (És una pràctica institucionalitzada o una col·laboració temporal?)	ÉS una pràctica institucionalitzada i consolidada a nivell de FEP.
<i>Does the university give any form of recognition or promotion of the practice?</i> (La UdG dona algun tipus de reconeixement o fa promoció de la pràctica?)	La FEP reconeix l'assistència dels participants a les jornades, fa promoció de l'activitat a les diferents xarxes socials i recull les aportacions de les sessions per a la millora de la formació de l'estudiantat.
How do partners from the community support and value this practice? (Els actors externs a la UdG, com valoren i donen suport a la pràctica?)	Les jornades tenen una bona acollida entre els professionals del sector. El nombre d'assistents varia en funció de la temàtica tractada cada any. Les sessions de Treball d'intercanvis per Graus es valoren positivament. .
How do your peers and students support and value this practice? (Com valoren i donen suport a la iniciativa els vostres companys i estudiants?)	El professorat tutor de la FEP ho valora positivament, L'estudiantat no hi participa.

FITXA 47: Estudi sobre noves competències i funcions dels educadors socials després del període de pandèmia- Grau en Educació Social

Case study provided by Pere Soler – Facultat d'Educació i Psicologia.

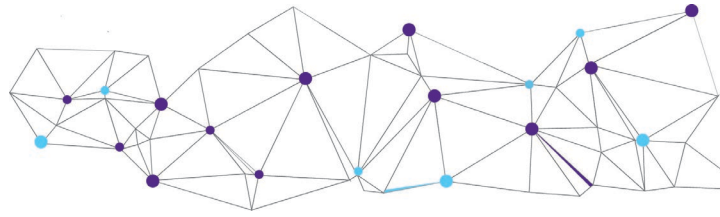
1. Description of community-engagement practice (Descripció de la pràctica del compromís social/arrelament al territori)	
Brief description of practice (Please use the sub-questions, if relevant.) (Breu descripció de la pràctica o iniciativa. Feu servir les sub-preguntes, si escau.)	
<i>What are the main goals of the practice?</i> (Quins són els objectius principals de la pràctica o iniciativa?)	Amb la finalitat d'estudiar l'impacte de la COVID-19 en els i les professionals de l'Educació Social, es planteja un estudi en el marc de el Grup d'Innovació Docent de el Grau en Educació Social



	de la UdG. En l'estudi es plantegen dos objectius: 1) analitzar l'impacte de la COVID-19 a les funcions i tasques dels professionals de l'educació social, b) estudiar la incidència que aquest impacte pot tenir en la formació dels estudiants del grau en educació social. Així mateix també es pretén aportar propostes de millora per a la formació de l'estudiantat del grau en educació social.
<i>What are the main activities? (Quines són les activitats principals)</i>	L'estudi s'ha dut a terme amb un plantejament metodològic qualitatiu. Es van realitzar 5 grups de discussió entre desembre de 2020 i abril de 2021. Van participar un total de 38 persones (26 dones i 12 homes) vinculades a 31 serveis socioeducatius diferents. Els grups de discussió eren heterogenis pel que fa a: a) àmbit d'intervenció, b) tipologia de servei (institucionalitzat o no), i c) anys d'experiència del professional. Es van realitzar tres GD amb professionals de diferents àmbits de la intervenció socioeducativa en actiu durant tot el període de pandèmia. Un grup amb professorat associat a el Grau en Educació Social, que va poder aportar una doble mirada pel seu coneixement tant de l'àmbit de la intervenció directa com de el pla d'estudis del grau. I finalment un cinquè grup amb estudiantat d'últim curs del Grau, que van realitzar les pràctiques tant de 3r curs com de 4rt durant el període d'excepcionalitat provocat per la COVID-19. Aquest últim grup també podia aportar relació rellevant per a la formació al tenir molt presents les competències i el pla formativa del Grau.
<i>Who is organising the practice? (Qui organitza la pràctica o iniciativa?)</i>	El professorat implicat en el Grup d'Innovació Docent Narratives en Educació Social
<i>Who initiated it? (Qui la va iniciar?)</i>	Les coordinadores del Grup d'Innovació Docent Narratives en Educació Social del grau en Educació Social
Web link (Enllaç web)	https://www.udg.edu/ca/ice/innovacio-docent/grups-dinnovacio-docent/gid-narratives-en-educacio-social
How is the community/target group with which you engage involved in the implementation of this practice? (Com participa en la implementació de la pràctica el col·lectiu objectiu (target) de la comunitat?)	Van participar un total de 38 persones (26 dones i 12 homes) vinculades a 31 serveis socioeducatius diferents en els diferents grups de discussió.
2. Support for community engagement / Suport al compromís social/arrelament al territori	



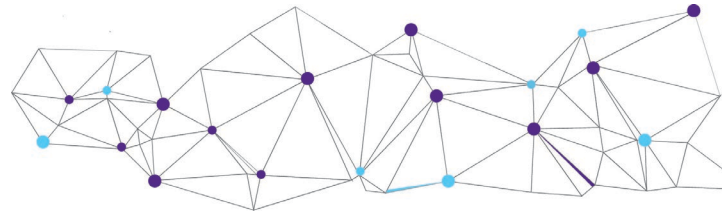
<p>How does the university support this community-engaged practice? (Com dona suport la UdG a aquesta pràctica o iniciativa?)</p>	
<p><i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i> (L'organitzador té un pressupost oficial? La UdG hi proporciona serveis i/o suport administratiu?)</p>	<p>La UdG dona suport administratiu i proporciona servei a la coordinació del grau. També dona suport econòmic al Grup d'Innovació Docent Narratives en Educació Social a través de l'ICE Josep Pallach.</p>
<p><i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i> (La pràctica forma part de l'estratègia institucional?)</p>	<p>No necessàriament. Sorgeix d'una iniciativa puntual i de detecció de necessitats per part del col·lectiu de professorat del Grau.</p>
<p><i>Is it a continuous or a 'one-off' collaboration?</i> (És una pràctica institucionalitzada o una col·laboració temporal?)</p>	<p>Es pot considerar una pràctica temporal, malgrat s'insereix en el marc de l'acció del Grup d'Innovació Docent del Grau, que té un caràcter més institucionalitzat.</p>
<p><i>Does the university give any form of recognition or promotion of the practice?</i> (La UdG dona algun tipus de reconeixement o fa promoció de la pràctica?)</p>	<p>Directament no, tot i que des de coordinació del grau s'utilitza aquest estudi per a la promoció del Grau.</p>
<p>How do partners from the community support and value this practice? (Els actors externs a la UdG, com valoren i donen suport a la pràctica?)</p>	<p>L'estudi ha tingut bona acollida entre els educadors i educadores i l'estudiantat participant en els grups de discussió. Es valora positivament que se'ls consulti i que els resultats d'aquesta consulta aportin millores en la formació dels futurs professionals.</p>
<p>How do your peers and students support and value this practice? (Com valoren i donen suport a la iniciativa els vostres companys i estudiants?)</p>	<p>El professorat ho valora positivament, ja que permet introduir millores en el pla formatiu dels Graus. L'estudiantat participant valora positivament la possibilitat d'aportar idees per a la millora del Grau.</p>



FITXA 49: Serveis i espais disponibles per a comunitats externes

Case study provided by Universitat de Girona

1. Description of community-engagement practice (Descripció de la pràctica del compromís social/arrelament al territori)	
<p>Brief description of practice (Please use the sub-questions, if relevant.)</p> <p>(Breu descripció de la pràctica o iniciativa. Feu servir les sub-preguntes, si escau.)</p>	<p>En aquesta fitxa hem agrupat serveis i/o espais disponibles de la UdG per a persones externes de la comunitat. Per un costat, el Servei d'Esports, que ofereix instal·lacions i activitats. I per l'altre, tots d'espais disponibles de la UdG per ser utilitzats amb finalitats diverses.</p>
<p>What are the main goals of the practice? (Quins són els objectius principals de la pràctica o iniciativa?)</p>	
<p>What are the main activities? (Quines són les activitats principals?)</p>	
<p>Who is organising the practice? (Qui organitza la pràctica o iniciativa?)</p>	
<p>Who initiated it? (Qui la va iniciar?)</p>	
<p>Web link (Enllaç web)</p>	<p>https://www.udg.edu/ca/esports</p> <p>https://www2.udg.edu/portals/CFDOCS/DOCS/espais_UdG.pdf</p>
<p>How is the community/target group with which you engage involved in the implementation of this practice? (Com participa en la implementació de la pràctica el col·lectiu objectiu (target) de la comunitat?)</p>	<p>Utilitzant espais, instal·lacions o accedint a activitats.</p>
2. Support for community engagement / Suport al compromís social/arrelament al territori	
<p>How does the university support this community-engaged practice? (Com dona suport la UdG a aquesta pràctica o iniciativa?)</p>	<p>La UdG recolza la infraestructura, el servei, el personal. Les persones que hi accedeixien paguen per les activitats i/o espais.</p>
<p>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support? (L'organitzador té un pressupost oficial? La UdG hi proporciona serveis i/o suport administratiu?)</p>	
<p>Does the practice fit in a broader strategy or framework of the organizer (the university)?</p>	

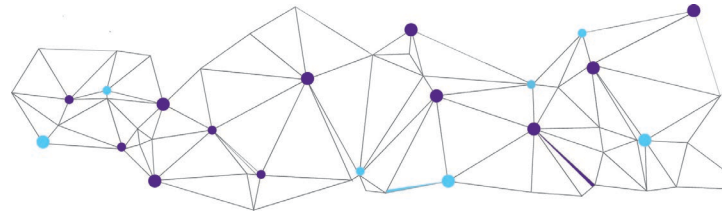


(La pràctica forma part de l'estratègia institucional?)	
<i>Is it a continuous or a 'one-off' collaboration?</i> (És una pràctica institucionalitzada o una col·laboració temporal?)	
<i>Does the university give any form of recognition or promotion of the practice?</i> (La UdG dona algun tipus de reconeixement o fa promoció de la pràctica?)	
How do partners from the community support and value this practice? (Els actors externs a la UdG, com valoren i donen suport a la pràctica?)	
How do your peers and students support and value this practice? (Com valoren i donen suport a la iniciativa els vostres companys i estudiants?)	

FITXA 52: Pla d'activitats del PDI

Case study provided by *Reconeixement d'activitats diverses del perfil del PDI en el si de la Universitat*

1. Description of community-engagement practice (Descripció de la pràctica del compromís social/arrelament al territori)	
Brief description of practice (Please use the sub-questions, if relevant.) (Breu descripció de la pràctica o iniciativa. Feu servir les sub-preguntes, si escau.)	Desenvolupament d'un procediment de reconeixement de totes les activitats del professorat, incloent les de transferència, serveis a la comunitat i compromís social, formació... a més de la docència i recerca. Es computa amb les hores que s'hi destinen anualment. El model vol visibilitzar moltes activitats que habitualment no tene n reconeixement acadèmic.
<i>What are the main goals of the practice?</i> (Quins són els objectius principals de la pràctica o iniciativa?)	
<i>What are the main activities?</i> (Quines són les activitats principals)	
<i>Who is organising the practice?</i> (Qui organitza la pràctica o iniciativa?)	
<i>Who initiated it?</i> (Qui la va iniciar?)	
Web link (Enllaç web)	No disponible encara
How is the community/target group with which you engage involved in the implementation of this practice?	

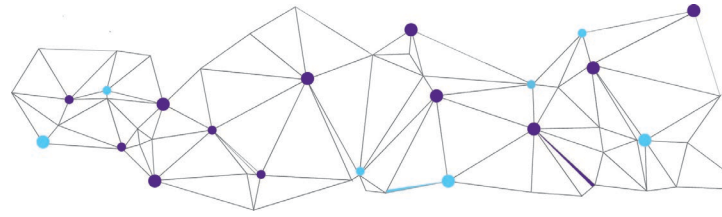


(Com participa en la implementació de la pràctica el col·lectiu objectiu (target) de la comunitat?)	
2. Support for community engagement / Suport al compromís social/arrelament al territori	
How does the university support this community-engaged practice? (Com dona suport la UdG a aquesta pràctica o iniciativa?)	Suport de la gestió del procediment i integració en els circuits propis.
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i> (L'organitzador té un pressupost oficial? La UdG hi proporciona serveis i/o suport administratiu?)	
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i> (La pràctica forma part de l'estratègia institucional?)	
<i>Is it a continuous or a 'one-off' collaboration?</i> (És una pràctica institucionalitzada o una col·laboració temporal?)	
<i>Does the university give any form of recognition or promotion of the practice?</i> (La UdG dona algun tipus de reconeixement o fa promoció de la pràctica?)	
How do partners from the community support and value this practice? (Els actors externs a la UdG, com valoren i donen suport a la pràctica?)	
How do your peers and students support and value this practice? (Com valoren i donen suport a la iniciativa els vostres companys i estudiants?)	

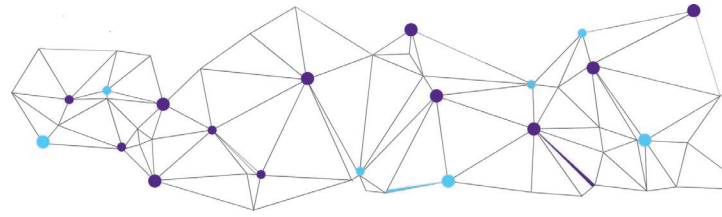
FITXA 53: Serveis Tècnics de Recerca

Case study provided by Universitat de Girona

1. Description of community-engagement practice (Descripció de la pràctica del compromís social/arrelament al territori)	
Brief description of practice (Please use the sub-questions, if relevant.) (Breu descripció de la pràctica o iniciativa. Feu servir les sub-preguntes, si escau.)	Els Serveis Tècnics de Recerca (STR) de la UdG són els serveis científicotècnics generals de la Universitat. Van néixer l'any 1993, amb l'esperit d'aglutinar els grans instruments que, per les seves característiques de complexitat, d'aplicació, d'interdisciplinarietat i cost elevat, podien donar servei a diferents grups de recerca.



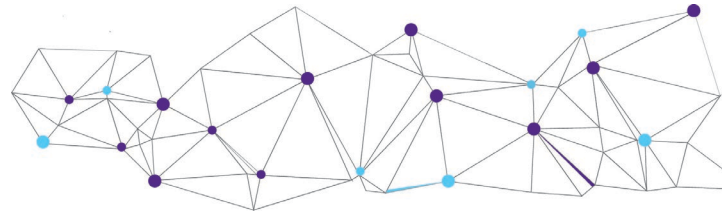
	Aquest Servei té per finalitat donar suport tècnic i instrumental a la recerca i docència universitàries, i també, a les empreses públiques o privades que componen el teixit industrial de l'entorn que ho sol·licitin.
<i>What are the main goals of the practice? (Quins són els objectius principals de la pràctica o iniciativa?)</i>	
<i>What are the main activities? (Quines són les activitats principals)</i>	
<i>Who is organising the practice? (Qui organitza la pràctica o iniciativa?)</i>	
<i>Who initiated it? (Qui la va iniciar?)</i>	
Web link (Enllaç web)	https://www.udg.edu/ca/str
How is the community/target group with which you engage involved in the implementation of this practice? (Com participa en la implementació de la pràctica el col·lectiu objectiu (target) de la comunitat?)	Sol·licitant serveis, en el cas de persones que no pertanyen a la comunitat.
2. Support for community engagement / Suport al compromís social/arrelament al territori	
How does the university support this community-engaged practice? (Com dona suport la UdG a aquesta pràctica o iniciativa?)	Hi ha una part de finançament institucional i una part d'autofinançament.
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support? (L'organitzador té un pressupost oficial? La UdG hi proporciona serveis i/o suport administratiu?)</i>	
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)? (La pràctica forma part de l'estratègia institucional?)</i>	
<i>Is it a continuous or a 'one-off' collaboration? (És una pràctica institucionalitzada o una col·laboració temporal?)</i>	
<i>Does the university give any form of recognition or promotion of the practice? (La UdG dona algun tipus de reconeixement o fa promoció de la pràctica?)</i>	
How do partners from the community support and value this practice?	



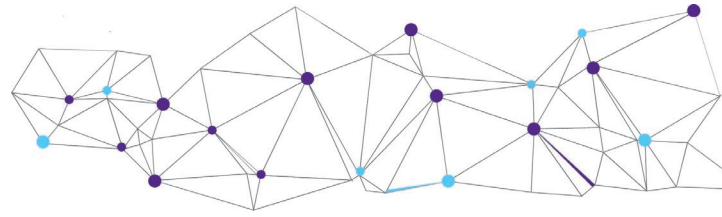
(Els actors externs a la UdG, com valoren i donen suport a la pràctica?)	
How do your peers and students support and value this practice? (Com valoren i donen suport a la iniciativa els vostres companys i estudiants?)	

FITXA 54: Desenvolupament d'un sistema d'entrega de fàrmacs antitumorals a cèl·lules de càncer d'ovari basada en la volta eucariota

1. Description of community-engagement practice (Descripció de la pràctica del compromís social/arelament al territori)	
Brief description of practice <i>(Please use the sub-questions, if relevant.)</i> <i>(Breu descripció de la pràctica o iniciativa. Feu servir les sub-preguntes, si escau.)</i>	Desenvolupament d'un sistema d'entrega de fàrmacs antitumorals a cèl·lules de càncer d'ovari basada en la volta eucariota
<i>What are the main goals of the practice?</i> <i>(Quins són els objectius principals de la pràctica o iniciativa?)</i>	L'Associació Espanyola Contra el Càncer, conjuntament amb la Fundació Santa Lucía, ens ha concedit finançament per realitzar un projecte que desenvolupa un nou sistema d'administració de proteïnes antitumorals que assegura que un cop a l'organisme aquestes proteïnes puguin actuar sobre el tumor d'una manera molt més segura i eficaç.
<i>What are the main activities?</i> <i>(Quines són les activitats principals)</i>	
<i>Who is organising the practice?</i> <i>(Qui organitza la pràctica o iniciativa?)</i>	
<i>Who initiated it?</i> <i>(Qui la va iniciar?)</i>	
Web link (Enllaç web)	
How is the community/target group with which you engage involved in the implementation of this practice? (Com participa en la implementació de la pràctica el col·lectiu objectiu (target) de la comunitat?)	Molts fàrmacs experimentals contra el càncer no arriben a usar-se en clínica a causa del seu comportament un cop administrats al pacient. Això és a causa que aquests no són capaços d'arribar a el teixit diana o són eliminats abans que puguin exercir la seva acció. Aquest sistema d'administració, basat en una proteïna humana, és segur, biocompatible i efectiu, permet



	l'encapsulament del fàrmac i el seu alliberament específic en la cèl·lula tumoral.
2. Support for community engagement / Suport al compromís social/arrelament al territori	
How does the university support this community-engaged practice? (Com dona suport la UdG a aquesta pràctica o iniciativa?)	Suport administratiu
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support? (L'organitzador té un pressupost oficial? La UdG hi proporciona serveis i/o suport administratiu?)</i>	
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)? (La pràctica forma part de l'estratègia institucional?)</i>	
<i>Is it a continuous or a 'one-off' collaboration? (És una pràctica institucionalitzada o una col·laboració temporal?)</i>	
<i>Does the university give any form of recognition or promotion of the practice? (La UdG dona algun tipus de reconeixement o fa promoció de la pràctica?)</i>	
How do partners from the community support and value this practice? (Els actors externs a la UdG, com valoren i donen suport a la pràctica?)	Les valoracions semestrals del projecte per part de l'AECC han estat positives
How do your peers and students support and value this practice? (Com valoren i donen suport a la iniciativa els vostres companys i estudiants?)	



FITXA 55: Premi de menció estudiantil al reconeixement per la implicació transversal (MÈRIT) per a l'any 2021

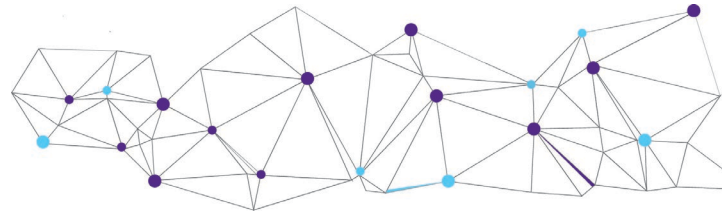
1. Description of community-engagement practice (Descripció de la pràctica del compromís social/arrelament al territori)	
Brief description of practice <i>(Please use the sub-questions, if relevant.)</i> <i>(Breu descripció de la pràctica o iniciativa. Feu servir les sub-preguntes, si escau.)</i>	Premi de menció estudiantil al reconeixement per la implicació transversal (MÈRIT) per a l'any 2021
<i>What are the main goals of the practice?</i> <i>(Quins són els objectius principals de la pràctica o iniciativa?)</i>	L'objecte d'aquests premis és guardonar l'estudiant o el grup d'estudiants meritoris de rebre reconeixement de la Universitat de Girona. Es pretén guardonar la implicació amb la universitat, el foment de la cultura, la cohesió de la comunitat, la representació estudiantil o altres accions de mèrit.
<i>What are the main activities?</i> <i>(Quines són les activitats principals)</i>	
<i>Who is organising the practice?</i> <i>(Qui organitza la pràctica o iniciativa?)</i>	
<i>Who initiated it?</i> <i>(Qui la va iniciar?)</i>	Per iniciativa i acord del Consell d'Estudiants de la Universitat de Girona es convoca el premi de Menció Estudiantil al Reconeixement per la Implicació Transversal (a partir d'ara Mèrit) destinat als estudiants de la Universitat de Girona per a l'any 2021
Web link (Enllaç web)	
How is the community/target group with which you engage involved in the implementation of this practice? (Com participa en la implementació de la pràctica el col·lectiu objectiu (target) de la comunitat?)	Els premis reconeixen el compromís dels estudiants que s'hi presenten.
2. Support for community engagement / Suport al compromís social/arrelament al territori	
How does the university support this community-engaged practice? (Com dona suport la UdG a aquesta pràctica o iniciativa?)	Gestiona la convocatòria, i s'atorguen 200 euros als estudiants premiats.



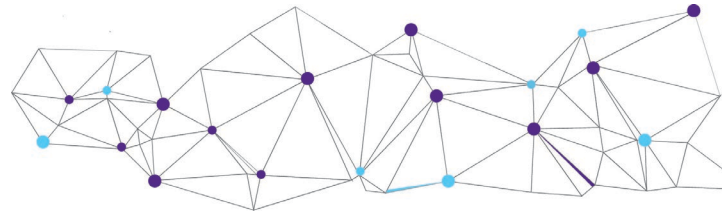
<p><i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support? (L'organitzador té un pressupost oficial? La UdG hi proporciona serveis i/o suport administratiu?)</i></p>	
<p><i>Does the practice fit in a broader strategy or framework of the organizer (the university)? (La pràctica forma part de l'estratègia institucional?)</i></p>	
<p><i>Is it a continuous or a 'one-off' collaboration? (És una pràctica institucionalitzada o una col·laboració temporal?)</i></p>	
<p><i>Does the university give any form of recognition or promotion of the practice? (La UdG dona algun tipus de reconeixement o fa promoció de la pràctica?)</i></p>	
<p>How do partners from the community support and value this practice? (Els actors externs a la UdG, com valoren i donen suport a la pràctica?)</p>	
<p>How do your peers and students support and value this practice? (Com valoren i donen suport a la iniciativa els vostres companys i estudiants?)</p>	

FITXA 58: Consell Assessor del Projecte HEBE

<p>1. Description of community-engagement practice (Descripció de la pràctica del compromís social/arrelament al territori)</p>	
<p>Brief description of practice <i>(Please use the sub-questions, if relevant.)</i></p> <p><i>(Breu descripció de la pràctica o iniciativa. Feu servir les sub-preguntes, si escau.)</i></p>	<p>Consell Assessor del Projecte HEBE</p>
<p><i>What are the main goals of the practice?</i></p>	<p>Disposar d'un òrgan de participació amb agents significatius de la comunitat que puguin assessorar a l'equip d'investigadors en</p>



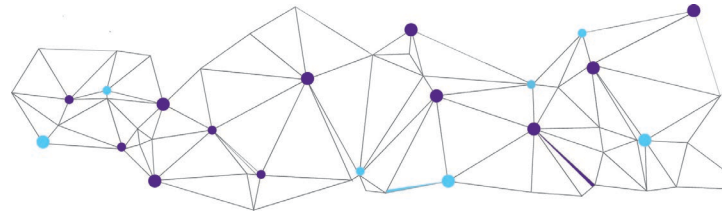
<i>(Quins són els objectius principals de la pràctica o iniciativa?)</i>	qüestions específiques de la investigació i que puguin esdevenir agents actius en determinats moments de la recerca (recollida de dades, discussió de resultats, difusió, disseminació, etc.)
<i>What are the main activities? (Quines són les activitats principals)</i>	Participació en una reunió conjunta amb l'equip d'investigació una vegada a l'any i col·laboració en tasques i moments concrets en funció de l'evolució de la recerca.
<i>Who is organising the practice? (Qui organitza la pràctica o iniciativa?)</i>	L'equip d'investigació com a criteri de qualitat i de vinculació de la recerca al territori i als destinataris.
<i>Who initiated it? (Qui la va iniciar?)</i>	L'equip d'investigació el 2014.
Web link (Enllaç web)	www.projectehebe.com
How is the community/target group with which you engage involved in the implementation of this practice? (Com participa en la implementació de la pràctica el col·lectiu objectiu (target) de la comunitat?)	Els joves han estat inclosos en la recerca com objecte d'anàlisi a través de diferents tècniques (històries de vida, qüestionis, focus groups, entrevistes, etc.) ara bé, en el consell assessor hi participen els educadors i responsables de projectes i serveis adreçats a aquests joves. Val a dir, però, que alguna d'aquestes entitats és portada fonamentalment per joves.
2. Support for community engagement / Suport al compromís social/arrelament al territori	
How does the university support this community-engaged practice? (Com dona suport la UdG a aquesta pràctica o iniciativa?)	
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support? (L'organitzador té un pressupost oficial? La UdG hi proporciona serveis i/o suport administratiu?)</i>	Com que forma part del mateix projectes de recerca i es tracta d'un projecte amb finançament del Ministeri, l'estructura de l'Institut de Recerca Educativa hi dona suport administratiu. No hi ha suport econòmic específic.
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)? (La pràctica forma part de l'estratègia institucional?)</i>	No. Es tracta d'una pràctica creada des del propi grup de recerca per reforçar el treball.
<i>Is it a continuous or a 'one-off' collaboration? (És una pràctica institucionalitzada o una col·laboració temporal?)</i>	És una pràctica institucionalitzada en aquest projecte que ja porta set anys i que ha demanat continuar, de moment, per tres anys més.



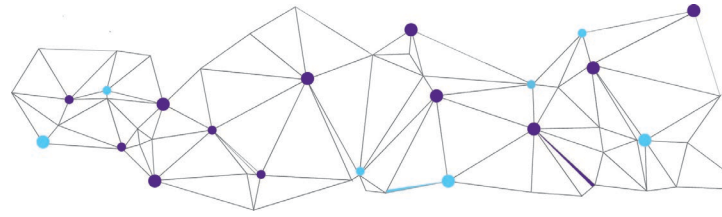
Does the university give any form of recognition or promotion of the practice? (La UdG dona algun tipus de reconeixement o fa promoció de la pràctica?)	No.
How do partners from the community support and value this practice? (Els actors externs a la UdG, com valoren i donen suport a la pràctica?)	Els membres del Consell Assessor valoren molt bé la iniciativa tot i que s'ha de dir que està molt condicionat per cada moment de la recerca. Ara portem un temps que pel moment de redacció dels informes i per la situació de pandèmia, els tenim una mica abandonats. En els moment de més treball de camp o de presentació de resultats, hi ha la sensació que són més actius i es senten més útils.
How do your peers and students support and value this practice? (Com valoren i donen suport a la iniciativa els vostres companys i estudiants?)	

FITXA 60: Sessió debat i co-creació sobre el futur del Màster en Canvi Ambiental: Anàlisi i Gestió
Case study provided by Màster en Canvi Ambiental: Anàlisi i Gestió (mita.castaner@udg.edu)

1. Description of community-engagement practice (Descripció de la pràctica del compromís social/arelament al territori)	
Brief description of practice (Please use the sub-questions, if relevant.) (Breu descripció de la pràctica o iniciativa. Feu servir les sub-preguntes, si escau.)	Després de 7 edicions del màster, i a tenor de la magnitud i rapidesa que s'estan donant els canvis ambientals i en especial l'emergència climàtica, es va considerar la seva renovació a partir dels reptes que avui te plantejat el territori i les institucions i conseqüentment la societat que hi viu. Com que el màster ha de formar futurs professionals que treballin a escala local o regional per tal d'aplicar mesures d'adaptació i mitigació, era necessari fer-ho d'acord i amb la complicitats dels agents territorials i institucionals.
What are the main goals of the practice? (Quins són els objectius principals de la pràctica o iniciativa?)	
What are the main activities? (Quines són les activitats principals)	
Who is organising the practice? (Qui organitza la pràctica o iniciativa?)	
Who initiated it?	



(Qui la va iniciar?)	
Web link (Enllaç web)	https://www.udg.edu/ca/masters-en-mediambient-i-quimica/Canvi-Ambiental
How is the community/target group with which you engage involved in the implementation of this practice? (Com participa en la implementació de la pràctica el col·lectiu objectiu (target) de la comunitat?)	En una jornada de participació on van assistir i participar representants de les següents institucions: Sector públic: cap i tècnic del Servei de Medi Ambient de la Diputació de Girona, tècnic de l'àrea de medi ambient de l'ajuntament de Salt, gerent Consell comarcal Pla de l'Estany, Ajuntament de Torroella de Montgrí, tècnic àrea de medi ambient de l'ajuntament de Figueres, tècnic àrea de medi ambient de l'ajuntament de Begur. Sector privat: Ecoserveis, Resilience Earth, Xarxa de Custòdia del Territori, ATC SIG Geògrafs, COAMB
2. Support for community engagement / Suport al compromís social/arrelament al territori	
How does the university support this community-engaged practice? (Com dona suport la UdG a aquesta pràctica o iniciativa?)	
<i>Does the organizer have a formal budget?</i> <i>Does the university provide facilities and/or administrative support?</i> (L'organitzador té un pressupost oficial? La UdG hi proporciona serveis i/o suport administratiu?)	Suport administratiu i presupostari per organitzar la jornada, dins del pressupost del màster
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i> (La pràctica forma part de l'estratègia institucional?)	
<i>Is it a continuous or a 'one-off' collaboration?</i> (És una pràctica institucionalitzada o una col·laboració temporal?)	
<i>Does the university give any form of recognition or promotion of the practice?</i> (La UdG dona algun tipus de reconeixement o fa promoció de la pràctica?)	
How do partners from the community support and value this practice?	Es van rebre felicitacions i agraïments per la iniciativa de co-creació amb els que han de ser ocupadors del màster

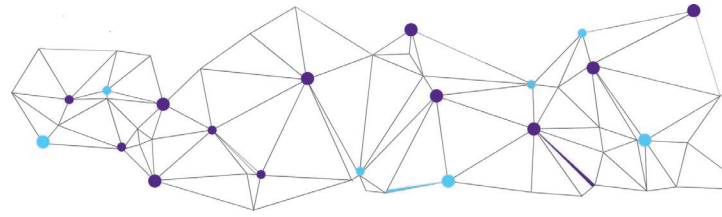


(Els actors externs a la UdG, com valoren i donen suport a la pràctica?)	
How do your peers and students support and value this practice? (Com valoren i donen suport a la iniciativa els vostres companys i estudiants?)	Els docents del màster van veure una bona oportunitat aquesta col·laboració per mantenir lligams amb el territori i saber de primera mà les necessitats i preocupacions de institucions i empreses en aquest àmbit

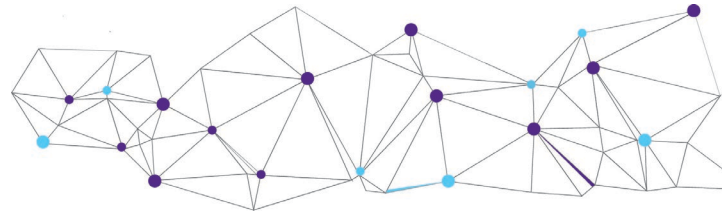
FITXA 64: Nit Europea de la Recerca

Case study provided by *Sílvia Simon*, Directora de la Càtedra de Cultura Científica i Comunicació Digital

1. Description of community-engagement practice (Descripció de la pràctica del compromís social/arrelament al territori)	
Brief description of practice <i>(Please use the sub-questions, if relevant.)</i> <i>(Breu descripció de la pràctica o iniciativa. Feu servir les sub-preguntes, si escau.)</i>	Es tracta de una activitat adreçada al territori, amb l'objectiu clar de fer conèixer quina és la recerca que es porta a terme als diferents centres de recerca de Catalunya, i més concretament als de les comarques Gironines (Universitat de Girona així com altres centres de recerca adscrits)
<i>What are the main goals of the practice?</i> <i>(Quins són els objectius principals de la pràctica o iniciativa?)</i>	
<i>What are the main activities?</i> <i>(Quines són les activitats principals)</i>	
<i>Who is organising the practice?</i> <i>(Qui organitza la pràctica o iniciativa?)</i>	
<i>Who initiated it?</i> <i>(Qui la va iniciar?)</i>	
Web link (Enllaç web)	www.lanitdelarecerca.cat (pàgina de tot el projecte a nivell de Catalunya) https://www.udg.edu/ca/investiga/udgdivulga/divulgacio-i-foment-de-vocacions-cientifiques/nit-de-la-recerca (web de les activitats a la ciutat de Girona)
How is the community/target group with which you engage involved in the implementation of this practice? (Com participa en la implementació de la pràctica el col·lectiu objectiu (target) de la comunitat?)	Durant La Nit de la Recerca la comunitat pot participar als diferents tallers/xerrades proposades per investigadors de la Universitat de Girona i altres centres com ara IdibGi i ICRA.
2. Support for community engagement / Suport al compromís social/arrelament al territori	



<p>How does the university support this community-engaged practice? (Com dona suport la UdG a aquesta pràctica o iniciativa?)</p>	<p>Aquesta activitat està organitzada des de la Càtedra de Cultura Científica i Comunicació Digital. Concretament, aquesta activitat forma part de la crida H2020-MSCA-NIGHT, pel que, depenent de l'any, es té finançament europeu o no. En el cas de que no es tingui, aquesta activitat està cofinançada per la mateixa Càtedra, el Consell social i la UdG.</p> <p>Des de la UdG també es dona suport a partir de la coorganització dels actes amb l'Àrea de Comunicació i Relacions Institucionals (ACRI) amb el seu personal.</p> <p>Aquesta activitat forma part de l'estratègia Institucional de poder acostar la recerca de la UdG a la societat. Per altra banda és una eina per tal de que els investigadors puguin comunicar-ne els seus resultats, sempre a un públic no entès. Val a dir, que aquesta comunicació de la recerca s'està convertint en una de les dimensions importants de qualsevol projecte, pel que poder oferir a l'investigador la oportunitat de poder participar-hi cada dia està essent més necessari.</p> <p>Des de la Universitat de Girona es fa la crida als investigadors. Però no s'ha de deixar de banda als estudiants, ja que La Nit de la Recerca és també una de les activitats de reconeixement acadèmic, pel que el voluntariat també és molt necessari.</p>
<p><i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i> (L'organitzador té un pressupost oficial? La UdG hi proporciona serveis i/o suport administratiu?)</p>	
<p><i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i> (La pràctica forma part de l'estratègia institucional?)</p>	
<p><i>Is it a continuous or a 'one-off' collaboration?</i> (És una pràctica institucionalitzada o una col·laboració temporal?)</p>	
<p><i>Does the university give any form of recognition or promotion of the practice?</i> (La UdG dona algun tipus de reconeixement o fa promoció de la pràctica?)</p>	

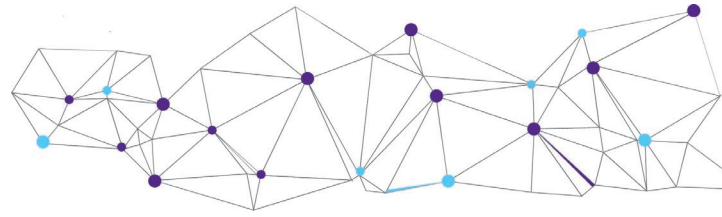


<p>How do partners from the community support and value this practice? (Els actors externs a la UdG, com valoren i donen suport a la pràctica?)</p>	<p>Per tal de portar a terme aquesta activitat és necessària la implicació d'agents territorials, com és el cas de l'Ajuntament de Girona i la Diputació de Girona. En el cas concret de la Diputació, la seva participació és importantíssima, ja que aquesta activitat es porta a terme a la Casa de Cultura de Girona. De fet ja és una de les activitats agendada anualment.</p> <p>Totes dues institucions valoren molt positivament el fet d'acostar la recerca de la Universitat de Girona a la població. Normalment aquesta recerca i els investigadors es veuen com actors llunyans del dia a dia. El que es preten és poder mostrar que a Girona també s'hi fa recerca, molt bona recerca, i que aquesta és necessària per tal de poder millorar el dia a dia de la societat.</p>
<p>How do your peers and students support and value this practice? (Com valoren i donen suport a la iniciativa els vostres companys i estudiants?)</p>	<p>Tal com s'ha comentat, aquesta activitat vols ser una eina de comunicació molt important pels investigadors, pel que es fa molta bona valoració. Els estudiants que hi participen també poden veure una dimensió de la recerca que no se'ls hi mostra en cap curs. La valoració per part dels dos col·lectius és molt positiva.</p>

FITXA 65: Càtedra Oceans i Salut Humana

Case study provided by Diferents col.laboradors de la Càtedra, diferents centres de recerca i universitats de Catalunya, usuaris, administració, etc.

1. Description of community-engagement practice (Descripció de la pràctica del compromís social/arrelament al territori)	
<p>Brief description of practice (Please use the sub-questions, if relevant.)</p> <p><i>(Breu descripció de la pràctica o iniciativa. Feu servir les sub-preguntes, si escau.)</i></p>	<p>La Càtedra permet, a través de múltiples accions, la participació de diferents sectors (administració, universitats, empreses, ONGs, hospitals, etc), avançar en la temàtica Oceans i Salut Humana</p>
<p><i>What are the main goals of the practice?</i> (Quins són els objectius principals de la pràctica o iniciativa?)</p>	
<p><i>What are the main activities?</i> (Quines són les activitats principals)</p>	
<p><i>Who is organising the practice?</i> (Qui organitza la pràctica o iniciativa?)</p>	



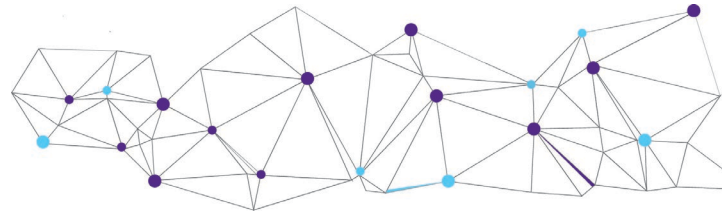
	<i>Who initiated it? (Qui la va iniciar?)</i>	
Web link (Enllaç web)		www.oceanshealth.udg.edu https://www.mdpi.com/1660-4601/17/14/5078
How is the community/target group with which you engage involved in the implementation of this practice? (Com participa en la implementació de la pràctica el col·lectiu objectiu (target) de la comunitat?)		Efectuant propostes d'investigació, de divulgació, de gestió i ajudant a portar-les a terme (sobretot en el cas dels Alumni) amb la societat.
2. Support for community engagement / Suport al compromís social/arrelament al territori		
How does the university support this community-engaged practice? (Com dona suport la UdG a aquesta pràctica o iniciativa?)		A través del patrocini de la UdG a la Càtedra (4.000 euros/any)
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support? (L'organitzador té un pressupost oficial? La UdG hi proporciona serveis i/o suport administratiu?)</i>		
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)? (La pràctica forma part de l'estratègia institucional?)</i>		
<i>Is it a continuous or a 'one-off' collaboration? (És una pràctica institucionalitzada o una col·laboració temporal?)</i>		
<i>Does the university give any form of recognition or promotion of the practice? (La UdG dona algun tipus de reconeixement o fa promoció de la pràctica?)</i>		
How do partners from the community support and value this practice? (Els actors externs a la UdG, com valoren i donen suport a la pràctica?)		Molt bé
How do your peers and students support and value this practice? (Com valoren i donen suport a la iniciativa els vostres companys i estudiants?)		Excel·lent



FITXA 68: Conferències, seminaris i altres activitats divulgatives a la FEP de la UdG impartides per personal aliè a la UdG

Case study provided by Montserrat Vilà – Conferències, seminaris i altres activitats divulgatives a la UdG impartides per personal aliè a la UdG

1. Description of community-engagement practice (Descripció de la pràctica del compromís social/arrelament al territori)	
<p>Brief description of practice (Please use the sub-questions, if relevant.)</p> <p>(Breu descripció de la pràctica o iniciativa. Feu servir les sub-preguntes, si escau.)</p>	<p>El professorat i les coordinacions dels 7 estudis de Grau i els 5 de Màster de la FEP, així com les 3 càtedres vinculades a la Facultat d'Educació i Psicologia compten amb el suport econòmic de la Facultat d'Educació i Psicologia per convidar persones expertes a impartir sessions i seminaris formatius a la FEP. S'ha establert un protocol per unificar preus per conferenciant, i per limitar el nombre de persones convidades a les que es pot pagar per assignatura. Així, les assignatures de 3 ECTS poden disposar de pressupost per pagar 1 persona, les de 6 ECTS, 2, i les de 12 ECTS, 3. Així, bona part de les assignatures conviden a professionals, sobretot del sector públic, que no perceben retribució econòmica. La comptabilització en aquests casos és molt complicada, ja que la relació l'estableix el professorat amb la persona convidada. Bona part de les persones convidades són professionals d'entitats o administracions del territori d'influència de la UdG.</p>
<p>What are the main goals of the practice? (Quins són els objectius principals de la pràctica o iniciativa?)</p>	<ul style="list-style-type: none"> - Aportar coneixement de la pràctica professional a l'àmbit acadèmic. - Aprofundir i atorgar sentit a la formació de l'alumnat.
<p>What are the main activities? (Quines són les activitats principals?)</p>	<ul style="list-style-type: none"> - Accions formatives en les sessions de classe de les assignatures dels diferents graus i màsters de la FEP. - Conferències i seminaris especialitzats per a alumnat i professorat.
<p>Who is organising the practice? (Qui organitza la pràctica o iniciativa?)</p>	<p>El professorat de les diferents assignatures o els responsables de graus, màsters i càtedres.</p>
<p>Who initiated it? (Qui la va iniciar?)</p>	<p>El professorat interessat.</p>
<p>Web link (Enllaç web)</p>	<p>---</p>
<p>How is the community/target group with which you engage involved in the implementation of this practice?</p>	<p>---</p>



(Com participa en la implementació de la pràctica el col·lectiu objectiu (target) de la comunitat?)	
2. Support for community engagement / Suport al compromís social/arrelament al territori	
How does the university support this community-engaged practice? (Com dona suport la UdG a aquesta pràctica o iniciativa?)	La Facultat d'Educació i Psicologia compta amb una partida pressupostària destinada a aquest tipus d'activitats. Així mateix, facilita el suport de secretaria econòmica.
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support? (L'organitzador té un pressupost oficial? La UdG hi proporciona serveis i/o suport administratiu?)</i>	Sí, es destina un pressupost anual, i hi ha suport administratiu de secretaria acadèmica. L'any 2019 es van retribuir a 334 persones i es va destinar un pressupost de 47339 €. El 2020 va ser significativament inferior a causa de la pandèmia, es van retribuir 161 persones amb un pressupost de 26659€.
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)? (La pràctica forma part de l'estratègia institucional?)</i>	Forma part d'una estratègia institucional de promoure la millora de la qualitat docent.
<i>Is it a continuous or a 'one-off' collaboration? (És una pràctica institucionalitzada o una col·laboració temporal?)</i>	Depèn de l'interès de professorat en donar-li vida i presentar propostes, però es pot qualificar de pràctica regular.
<i>Does the university give any form of recognition or promotion of the practice? (La UdG dona algun tipus de reconeixement o fa promoció de la pràctica?)</i>	No
How do partners from the community support and value this practice? (Els actors externs a la UdG, com valoren i donen suport a la pràctica?)	No s'ha realitzat avaluació específica d'aquest tipus d'iniciatives. Malgrat tot els comentaris que fan les persones convidades solen ser positius, agraïnt la possibilitat de poder formar part de la formació de l'alumnat de la FEP.
How do your peers and students support and value this practice? (Com valoren i donen suport a la iniciativa els vostres companys i estudiants?)	El professorat valora positivament la possibilitat de tenir aquesta opció en el marc de les seves assignatures. Per part de l'alumnat, malgrat no s'ha fet cap estudi rigorós sobre la seva valoració, també se solen fer bones valoracions, ja que els ajuda a connectar la teoria amb la pràctica, el coneixement acadèmic amb el professional i sovint els ajuda a entendre i a donar significat als seus aprenentatges.

