

[Project Name and Number: Development and Integration of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

AGENDA

Meeting title: SITE VISIT

Date: 3rd to 6th May, 2017.

Venue: UNT University of Travnik, BiH, Faculty of Education and Faculty of Technical studies

Participants: UCLL: (Ms. Helena Bijens and Liesbeth Spanjers), UNT: management, teaching and administrative staff, students, SMOC (Jana Carkadzic i Dino Mujkic)

Brief Summary:

University of Travnik within WP1 –Capacity building (Leader WUS) will be a part of SITE VISIT which will be organized by UNT in cooperation with partners from Belgium, UCLL (Helena Bijens and Liesbeth Spanjers). The site visit will take place from 3rd to 6th May 2017. (2 working days+2 travel). NGO Partner SMOC (Sarajevo) will contribute to the site visit as a part of BiH consortium. The concept of working days of site visit will be divided on group and individual sessions. Group session will be organized in order to introduce participants, present short details of the project in general, present the partners as well as purpose of site visit and results of Fact finding tools. Individual discussions will include Management, teaching, administrative and technical staff as well as student discussion. The first working day will start at 10:00 a.m. and finished at 18:30 p.m. as it presented in Agenda. The next day will start at 11:00 a.m. and will be focus on group discussion about opportunities and potential problems as well as identification of capacity needs. Also the training needs will be organized if necessary. Previous, on the arrival day we will have working dinner with SMOC.

Day 1: 3rd May, 2017, Arrival day

OUTLINE: Arrival day

Please read: Agenda, Site Visit Purpose, Reminder to Questionnaire,

Please prepare: Questions, Results

SESSION	TIME	TOPIC	PRESENTED BY:
Arrival to Sarajevo Airport	2:20 p.m.	Transport to Travnik	SMOC (Jan and Dino)
Arrival to Travnik	4:00 p.m.	Accommodation process	Maya, Jana and Dino
Working dinner	6:00 p.m.	Working dinner, discussion about Fact Finding tools results, observations, needs for capacity building...	UNT, SMOC, UCLL



[Project Name and Number: Development and Integration of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

Day 2: (4 th May, 2017, UNT University campus)			
OUTLINE: WORKING DAY			
REGISTRATION (9:30- 10:00)			
Please read: Agenda, Site Visit Concept, Please prepare and bring: Notes, Presentations, Results, Meeting Title, Registration list			
SESSION	TIME	TOPIC	PRESENTED BY:
Introduction	10:00-10:30 Vip Hall UNT	Welcome speech Introduction of UNT Team Short presentation of the Project	The UNT coordinator Maya Djuric UNT Team
General project presentation	10:30-10:45	Short presentation of the main project goals and objectives	Maya(UNT)
Presentation of UCLL	10:50-11:20	Partners presentation, purpose of the site visit	UCLL Liesbeth, Helena
Pilot phase	11:20-12:00	Results of fact finding tools	UCLL Liesbeth, Helena
COFFEE BREAK	12:00-12:20	Time for additional acquaintance	ALL
INDIVIDUAL DISCUSSIONS A) Management	12:30-13:30	Doc. Dr. Amra Tuzović, Discussion of the survey and questions in the research process, capacity building needs for projects	Liesbeth, Helena, Maya
(hours) LUNCH 13:30- 14:30			
INDIVIDUAL DISCUSSION B) Teaching staff	14:30-15:30	Prof.dr. Hazim Selimović, dean of Faculty of Education	Liesbeth, Helena, Maya
C) Administrative	15:30-16:30	Mr. Faris Lemeš, legal service	
D) Student	16:30-17:30	Nedzla Kadić, student	
Warm up with Maya	17:30-18:30	General conclusions	
FINAL REMARKS			



[Project Name and Number: Development and Integration of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

Day 3: 5 th May, 2017, University of Travnik, Campus			
OUTLINE: (WORKING DAY)			
REGISTRATION (10:30-11:00)			
Please read: Results of Fact Finding Tools			
Please prepare and bring: Registration list, Final conclusion, Additional Questions, Project instructions			
SESSION	TIME	TOPIC	PRESENTED BY:
Group discussion about findings, next steps, training needs	11:00-12:30	Discussion on current situation at the UNTZ in relation to students with disabilities, capacity needs	UCLL; UNT
INDIVIDUAL DISCUSSION	12:45-13:30	Prof. dr. Izet Rađo, A general discussion based on the experience of awareness and the process of Inclusion in HEIs, project needs	Liesbeth, Helena, Maya, prof. dr. Izet Rađo
LUNCH 13:30-14:30			
Free time	15:00	Exploring Travnik	
Dinner	20:00	General discussion, overview of Site Visit	UNT team, Maya, UCLL

Day 4: 6 th May, 2017, Departure day			
OUTLINE: Departure day			
SESSION	TIME	TOPIC	PRESENTED BY:
Farewell coffee ☺	11:00 a.m.	Morning coffee	Maya, UCLL
Departure to Sarajevo	11:30. a.m.	Preparation for flight	UNT Team, UCLL

LOOKING FORWARD TO MEETING YOU ALL!!!
UNT TEAM



[Project Name and Number: Development and Integration of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-IP]

MEETING TITLE

SITE VISIT WUS AUT - UNTZ

[3rd to 5th May 2017]

[University of Travník]

Type of meeting: SITE VISIT UCLL

Facilitator/Chair: L. Spanjers, H. Bijmens, M. Djuric

[illegible]

Minutes

Agenda item: Informal meeting with SMOC staff members, D. Mujkic and J. Carkadzic

L. Spanjers, H. Bijmens, D. Mujkic & M. Djuric

Presenter:

Discussion:

1. It could be seen from the results that all/most underrepresented groups indicated in the surveys are present at the university. It is important to know whether their presence at university is a reflection of the population.
2. It was evident from the analysis of the surveys that there was no strategy in relation to the process of INCLUSION at the University of Travnik.
3. Raising awareness is necessary. It could be an important result of the project.

Conclusions:

1. It has been concluded that it is very important to have updated information concerning students from underrepresented groups (who are they exactly and what their characteristics are).
2. The attendees concluded that the University of Travnik seems to be a very friendly private university in relation to recognizing and accepting vulnerable groups. The attendees find it crucial to check the criteria that apply for scholarships. It is evenly important to verify which concrete measures exist to promote equal access.
3. Raising awareness on INCLUSION among students and staff at the University of Travnik, as well as in the community, is of immense importance.

Action items

Partner responsible Deadline

- ✓ Raising awareness on social dimension

Agenda item: Plenary meeting with staff members

**Presenter: L.
Spanjers, H.
Bijmens**

Discussion

Presentation of the INCLUSION project (aims, activities, next steps)

Presentation of UCLL and its inclusion strategies

Presentation of the results from the fact-finding tools, followed by an in-depth discussion about it.

The following questions were presented and discussed in plenary, together with the survey results.

- 1) Understanding of key concepts
 - Equal access: how do you define it, how will the university be encouraged to actively welcome ALL students?
- 2) Underrepresented groups of students
 - How do you know that all those groups are represented at your university? Does the students population reflect the diversity of the population of BiH? Are data collected in this respect?
- 3) Roles and strategies
 - Who is responsible for inclusion? Responsibilities and tasks are not clear to us from the answers...
 - What is the content of the statute of the university? Is it the starting point for tasks and responsibilities for inclusion?
 - What is the content of the workshops, trainings and students projects?
- 4) Specific measures

[Project Name and Number: Development and Integration of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

- What kind of counselling is offered at your university?
- In which strategic areas do you see room for improvement? What can INCLUSION mean for the university of Travnik?
- 5) Capacity building and training needs
 - What sort of staff training is already taking place (e.g. for new staff/library staff/faculty/e-learning staff/senior committee members)?
 - How diverse are your curricula (e.g. in terms of references/bibliography/resources and examples from other countries)?
 - Comments and additional suggestions/topics for future trainings?

Conclusions:

In the general session it became clear that the staff members and the management unconsciously work on inclusion, but never named what they were doing to support students "inclusion". They agree that thanks to the INCLUSION project, they will be able to broaden their perspective on the subject.

The attendees raised questions: How can the university be more open to potential students? How can the university include the Ministry? How can the university reach Bosnia-Herzegovina BEYOND the university on the subject of inclusion?

Possible training needs: Case studies that show how to approach certain situations, based on present examples of problems and discussing possible solutions. Comparing how things are organized in EU and in Bosnia as a starting point for the development of specific strategies.

During the individual interviews there was room for answering the above mentioned questions more in detail.

Action items

Partner responsible Deadline

- ✓ Raising awareness on social dimension

Agenda item: Meeting with management, professor Amra Tuzovic

**Presenter: L.
Spanjers, H.
Bijnens**

Discussion:

- 1) Equal access: The University of Travnik approaches each student as an individual. There are monthly discussions with students to detect their problems. Each of the five owners of the university is working in the academic field, is taking care for the students and knows what is going on at every level. The university works together with the students, so there are no barriers as all partners are in constant dialogue with each other. This makes the university unique.
- 2) Underrepresented groups of students: The University of Travnik recognizes the fact that they don't have exact data about the representation of all groups at their university.
- 3) Roles and strategies: From the survey it was difficult to see clear responsibilities and tasks for inclusion. During the discussion it became clear that everyone at the university feels responsible for the well-being of each student. As the university is rather small and as everybody knows each other, there is no need for a formalized institutional responsibility for the students from underrepresented groups yet.
- 4) Specific measures: There is room for improvement for the support of students with special needs. The University of Travnik has no special equipment for students with physical disabilities (blind, deaf, etc). The Bosnian consortium (with the University of Tuzla) has decided that the University of Tuzla will build experience in working with blind and deaf students and that they will learn to use the appropriate equipment for those categories of students. The University of Travnik will learn how to use other equipment. The idea is to exchange experiences between universities and in that way reach a greater potential. On the other hand, there are already some

[Project Name and Number: Development and Integration of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

INCLUSION measures in place, as professional sportsmen receive adapted programs, based on arrangements with individual professors (e.g. distance learning and coaching, late exams, etc).

- 5) Capacity building and training needs: Capacity building and training should be focused on raising awareness in the institution on the process of social dimension, amongst staff and students.

Conclusions:

1. The University of Travnik has an informal student support service. As the university wants to grow, this informal support may not be sufficient in the future.
2. In the course of the project INCLUSION the university will develop an inclusion promotion team of students (from underrepresented groups), who will go to secondary schools as ambassadors. Secondly, the university will open a private kindergarten and a free playground, where students will play with the children, whose parent(s) are studying.
3. The statute of the university states that no discrimination may take place at the university. This can serve as a starting point, together with the experiences in the informal approach, for the development of a strategy, to be written together with students, in order to become a real example in Bosnia i Herzegovina.
4. The university will learn how to use new equipment and will exchange information with the University of Tuzla.
5. Raising awareness about inclusion is crucial for both staff and students.

Action items

Partner responsible Deadline

- ✓ Raising awareness on inclusion issues
- ✓ Developing inclusion promotion team of students
- ✓ Opening private kindergarten and free playground
- ✓ Developing a strategy for inclusion with students
- ✓ Learning how to use new equipment

Agenda item: Meeting with Faris Lemes, legal service

**Presenter: L.
Spanjers, H.
Bijnens**

Discussion:

- 1) Equal access: -
- 2) Underrepresented groups of students: The university promotes inclusion when the promotion team from February until May presents all possibilities (payments, methods, scholarships,...) to secondary schools. If during the enrolling procedure problems are detected (financial, physical, mental, fear, distance, self-confidence, ...) staff and/or management has individual discussions with the potential students to solve the problem.
- 3) Roles and strategies: -
- 4) Specific measures: Specific measures concerning payments are in place: spread payments, work at the universities, scholarships,... The university feels like a home for the students: university is open 24/7, mentors provide support, the teaching process promotes inclusion, the students union works with the management and staff together, there is constant communication between all partners (staff, management, students).
- 5) Capacity building and training needs: There are training needs, but room for improvement also depends on the government, the laws, the special situation with the kantons.

Conclusions:

- 1) –
- 2) The University of Travnik makes promotion in secondary schools and explains the support possibilities.
- 3) –
- 4) The communication process between all partners guarantees identification and solution of problems.
- 5) Government laws, kanton laws

Action items

Partner responsible

Deadline

- ✓ When developing a formalized strategy, taking information about specific measures and possibilities into account will serve as a basis.

Agenda item: Meeting with dean Hazim Selimovic

**Presenter: L.
Spanjers, H.
Bijnens**

Discussion:

- 1) Equal access: The university provides individual support for all kind of students, especially the ones the university is familiar with. Secondly, all students have a conversation with the dean when just enrolled. The dean is at the university every day, talks to students every day and offers help to students every day.
- 2) Underrepresented groups of students: The university has an enrollment system where social categories are indicated. The dean receives all information. In the beginning of the academic year he gives a speech where he explains what kind of support exists.
- 3) Roles and strategies: The university works on inclusion, but it is not institutionally anchored in a policy. Because they have a common goal as a private university to prepare students for the labour market, the quality of the students is the best publicity for the university. That means the university wants to ensure that students have all they need to reach their full potential. New staff is informed about this model, before they sign their contract.
- 4) Specific measures: The vision of the university is to develop kindergarten, primary and secondary school before university, with a clear inclusion policy. Moreover, the university wants to know where the students with specific needs are in the labor market after graduating. There is an alumni organisation present at university which can help follow up on the graduated students. Another measure is the organisation of seminars for inclusion, organized in December, in elementary and secondary schools (disabled students). Lastly, if the social background of a student changes during his/her studies, the management decides to help.
- 5) Capacity building and training needs: The communication model between university and students works well: problems are shared and solved within 7 days in an informal way. Training needs: firstly, improving knowledge and skills of staff and management on the subject of inclusion and on the use of new equipment, secondly doing research to follow the graduated students (with special needs), to be positive role models in Bosnia-Herzegovina.

Conclusions:

- 1) The University of Travnik has an informal student support service, with an important role for the dean as the receiver of all information concerning the students support needs. Other staff and management members are also playing an important role in discovering support needs and solving problems.
- 2) The University of Travnik receives information about social categories through the enrollment system.
- 3) The University of Travnik works on inclusion in an informal way and inform new staff about this model before signing the contract.
- 4) The university will start inclusion in a private kindergarten, primary school and secondary school. It will also do research on their former students with special needs on the labour market. Financial problems, thirdly, are solved during the studies.
- 5) Training needs: improving knowledge and skills, doing research on the topic

Action items

Partner responsible

Deadline

- ✓ Opening private kindergarten and free playground
- ✓ Training to improve knowledge and skills, research on the topic

Agenda item: Meeting with student, Nedzla Kadic	Presenter: L. Spanjers, H. Bijmens
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Discussion:

- 1) Equal access: -
 - 2) Underrepresented groups of students: -
 - 3) Roles and strategies: -
 - 4) Specific measures: Need for medical service, because there are social and economic problems. People who have everything talk about it, people who don't have everything, don't talk. It is important to keep information secret and to respect the student's wish about the information the student shared with staff and/or management.
 - 5) Capacity building and training needs: Raising awareness for staff and students is important. Self-confidence is low in students with special needs. Working on self-confidence and training to be able to help students with anxiety problems, etc is important. More involvement in the teaching process: competences like inspiring, motivating, listening to students, working interactively with students.
- It is equally important to focus on raising awareness activities amongst students themselves to improve their attitude towards inclusion. Some students are not ready yet for inclusion and do not yet recognize that each individual has potential, regardless of its background or barriers.

Conclusions:

- 1) –
- 2) –
- 3) –
- 4) Need for medical/psychological service, that keeps information confidential
- 5) Raising awareness, working on self-confidence/anxiety problems with students (with special needs), improving teaching process

Action items	Partner responsible	Deadline
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Agenda item: Visit to the student services	Presenter: L. Spanjers , H. Bijmens
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Discussion: The staff from the students services showed us around, explained their workflow and gave us insight in the tools they use for monitoring the incoming students.

Presenter:
L. Spanjers,
H. Bijns,
M. Djuric

Agenda item: Meetings with Press

See the resulting pressreleases and media at:

<https://www.travnicki.info/univerzitet-u-travniku-domacin-monitoring-posjete-u-okviru-projekta-inclusions/>

<http://tntportal.ba/2017/05/05/video-izlazak-iz-lokalnih-okvira-univerzitet-u-travniku-ide-korak-naprijed-u-kreiranju-eu-mreza/>

<http://eft.ba/aktuelno/3949-projekat-inclusion-monitoring-posjeta-edukacijskom-fakultetu>

Agenda item: Group discussion about findings, next steps and training needs

Presenter: L.
Spanjers, H.
Bijns

Discussion:

During the discussion, half of the attendees was asked to formulate possible actions for staff.

- 1) Improve academic staff: information about inclusion, competences.
- 2) Analysis and detection of the underrepresented groups at the university. Analysis of the current capacities of the university and of the needs. Creation of a path of services for underrepresented groups. Development of structures/department for inclusion with staff that are educated for it.
- 3) Using the existing capacities and experiences of the student services.
- 4) Teaching training to make all students work together without visible barriers, including all students (no separation)
- 5) During the presentations for high schools: emphasis on the fact that every student is equal at the university.
- 6) Raising awareness at university and also outside in order to change the general climate.
- 7) Being aware of limited budget: step by step actions (like help from brothers and sisters, buddies, etc)
- 8) Formalised training, formalisation of all actions

During the discussion, the other half of the attendees was asked to formulate possible actions for students.

- 1) Creation of a team in the parliament of the students, including students with special needs. Making sure that students take part in the decision making process.
- 2) Workshops, seminars for students. Exchange of experiences with students

Action items

Partner responsible Deadline

Agenda item: Meeting with professor Izet Radjo

Presenter: L. Spanjers, H. Bijmens

Discussion:

Professor Radjo shared his general views and concrete plans on the subject of Inclusion.

- Development of a roadmap, the path the university is going to undertake, starting from the informal way of dealing with inclusion at present to the creation and implementation of a strategic plan for inclusion.
- Training needs on how to use the equipment for better inclusion of all underrepresented groups. Bosnian consortium with University of Tuzla, which will focus on equipment for deaf and blind students. University of Travnik will focus on diagnostic equipment.

Goals:

- Understand which groups the university can give support to
- support the students with specific needs
- share experiences and need for inclusion with the community and try to have an effect on the legal process
- Need for an inclusion team to structure the already existing support (from the heart).
- Need for academic research about inclusion at university is a need.
- Opening of a kindergarten, primary, secondary school to broaden the culture for inclusion and vision about inclusion. A culture from early age to graduation from university.
- Transfer to other/new staff members and general public of strategy
- Creation of workshops, information about the project and other information
- (International) collaboration on inclusion.

Conclusion:

Two important things: respect and trust.

When there is little respect and trust, processes go very slowly and the costs are very high. Opposite, when in an institution there is respect and trust, changes go fast!

Partner responsible Deadline

Other Information

Next steps

[Project Name and Number: Development and Integration of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

Additional information (if any)

Pictures, presentations and attendance list will be uploaded on the dropbox

Special notes:

Many thanks for the hospitality at the University of Travnik



WP 1 – CAPACITY BUILDING

Report on Site Visit to Travnik (1.4.1.)

PCU where site visit took place	University of Travnik (UNT)
Name of EU expert(s) conducting the visit	Liesbeth Spanjers & Helena Bijmens (UC Leuven-Limburg)
Focal points at UNT	Maya Djuric
List of persons met during the site visit	See separate registration lists (attached to this report)
Summary of main activities during the site visit	<p>During the site visit, the following activities were conducted:</p> <ul style="list-style-type: none"> - Informal meeting with employees of the Sarajevo Meeting of Cultures Organisation; 3 May 2017/car and dinner. - Meeting with UNT teaching staff, representatives of UNT management and administration, 4 and 5 May 2017/UNT Vip sala & rectorate - Meeting with UNT students (including students from underrepresented groups such as students from economically disadvantaged backgrounds); 4 and 5 May 2017/Vip sala. <p>As also outlined in the concept note for the site visit, the aim of the visit was to:</p> <ul style="list-style-type: none"> • to verify the data generated during the piloting phase and • to close existing data gaps to the extent possible. • to further identify capacity needs to be addressed within the project.
Main findings and recommendations from the site visit	<p>Main findings/recommendations (see text below table):</p> <p>A. Findings/recommendations regarding underrepresented groups at the PCU:</p> <p>B. Findings/recommendations regarding roles and strategies of the PCU:</p> <p>C. Findings/recommendations regarding specific measures to support students from underrepresented groups:</p> <p>D. Findings/recommendations regarding capacity building/training needs:</p> <p>E. Other points raised</p>
Follow-up actions for EU experts based on	<ul style="list-style-type: none"> • Consider key findings from site visit in the preparation/implementation of the June workshop in Yerevan, targeting HEI and government representatives from

findings and recommendations from the site visit (if any)	<p>partner organisations (with participation of students from PCUs).</p> <ul style="list-style-type: none"> • Incorporate key findings from the site visit in the final fact finding report on BiH (act. 1.5.; due in July). • Consider key findings for the development of a.) an UNT strategy targeting students from underrepresented groups (WP2) and b.) inclusive learning and teaching materials (WP3).
Follow-up actions for PCUs based on findings and recommendations from the site visit (if any)	<ul style="list-style-type: none"> • Raise awareness on the Social Dimension of higher education in line with the Bologna Process; • Disseminate information about the INCLUSION project; • Purchase appropriate equipment within the INCLUSION project in line with existing needs of students from underrepresented groups; • Doublecheck with INCLUSION mgmt. budget options for travel costs of persons with disabilities (if required).
Other comments (if any)	
Attachments to report	<p>Agenda for the site visit</p> <p>Minutes and registration forms from meetings outlined above</p> <p>PPP from meeting with UNT staff, management and students</p>
Submitted on	

A. FINDINGS/RECOMMENDATIONS REGARDING UNDERREPRESENTED GROUPS AT THE PCU:

Findings

IDENTIFICATION OF UNDERREPRESENTED GROUPS

- The results from the PCU and student survey at UNT have shown that **the following groups are considered underrepresented at UNT:**
 - Students from **economically disadvantaged families including** (multiple entries);

Other groups which were mentioned as underrepresented in higher education at UNT:

- Students with **disabilities**;
- Students with **small children**;
- **Single parents**;
- Students from **remote/rural areas**;
- Students from **minority groups**;

This was also confirmed during meeting discussions.

- **Students from economically disadvantaged families:** Financial difficulties form a major problem for students to enrol in UNT, a private university. It was said by a stakeholder met during the site visit that almost all students in BiH are students from economically disadvantaged families and should be considered as core target group for the INCLUSION project, especially when raising awareness for the subject of inclusion outside the university.
- **Students with disabilities:** Challenges faced and highlighted by meeting participants relate to lack of equipment for teaching and learning, disapproval, and discriminatory attitudes of other students towards students with disabilities.

- **Non-traditional students:** The management stated that UNT offers adaptations to non-traditional students – e.g. to those working part-time or full-time, top sport students. This includes solutions in terms of class attendance and exam dates.
- **Single parents:** During discussions, it was also noted that UNT plans to build a private kindergarten and a free playground, where children from students can play, under surveillance of other students from UNT.
- **Students from remote/rural areas and from minority groups:** Those underrepresented categories have not been mentioned in the discussions.

AVAILABLE DATA:

- **Data collection:** Some data concerning the status of students, on specific categories of students from underrepresented groups are available through the enrolment process. This includes information on the following categories: method of financing, status of parents, students who are children of a father who fought in the war and orphans. Self-identification, however, poses challenges in this context as some students prefer not to identify themselves as a member of these categories. No specific information is required during the enrolment process on disabilities.
- **Informal approach of support:** Additional information is often gathered by the management and the staff of UNT, as each student after enrolment has an individual talk with the dean or/and with other members of the staff / management. Based on this talks the appropriate support for students with special needs is found.
- **Research on UNT data on students:** It was highlighted that more information on the categories of students from underrepresented groups and their needs is required. UNT plans to do research on the topic of inclusion in general and about student data more specifically. Such information would be essential for providing adequate support during studies (e.g. related to exam modalities, teaching etc.).

RETENTION:

- In the survey and in the discussions, retention is non-existing at UNT. If problems occur during the studies, students find their way to the staff or management and problems are solved within 7 days. This informal communication approach guarantees the best solution for each student, according to the staff and management.

RECOMMENDATIONS:

- **Students from economically disadvantaged families, students with disabilities and non-traditional students** should be considered as **core target group for the INCLUSION project at UNT** which should be also considered for the development of the UNT Social Dimension Strategy (WP 2).
- **Data on underrepresented groups of students and their needs** are essential and an important precondition for identifying the best possible support measures. Research at UNT can be done to further identify the groups and their needs. The current information acquired from the enrolment process provides a lot of information, but can be refined according to the research needs.

- **Benchmarking:** In order to periodically take stock of the situation of underrepresented groups of students and progress made in enhancing the Social Dimension of Higher Education at UNT, it is recommended for UNT management to regularly (e.g. every 2-3 years) engage in benchmarking. For this purpose, an easy to handle benchmarking tool will be developed within the INCLUSION project (to be discussed at the workshop in Yerevan, June 2017).

B. FINDINGS/RECOMMENDATIONS REGARDING ROLES AND STRATEGIES OF THE PCU:

Findings

STRATEGY

- It was evident from discussions as well as from the survey that **no formalized strategy is in place so far at UNT to implement the Social Dimension of Higher Education in general/provide support to students from underrepresented groups.** UNT has a personal communication approach through which each student receives the necessary information concerning support in a private talk with the dean and/or other staff and management members. The individual talks lead to the appropriate support for each student. The participants of the meeting concluded that the development of a more formalized support strategy, that outlines responsibilities, is needed.
- Meeting participants concluded that it is very important to put questions around the Social Dimension into the **local context** (i.e. underrepresented groups and their challenges might not be the same in BiH and Armenia). **Strategies and measures to be designed within INCLUSION should be therefore tailored to the specific local context of each respective partner university.**
- **Teaching:** During meetings, it was also highlighted that **curricula/resources need to be diverse.** The diversity of curricula and teaching resources may be also addressed in the future strategy.

ROLES

- There is no specific department, institution or focal point tasked to provide support to students from any of the above mentioned underrepresented groups, but the personal communication approach at the university provides each student with the necessary support. This means that staff and management all feel the responsibility to act whenever problems occur.
- New staff is informed about this communication model before they sign their contract.
- The teaching staff decides on an individual basis about specific exam modalities and specific programs for students with special needs.

RECOMMENDATIONS:

- For a future Social Dimension Strategy of UNT, it is recommended to include the **following topics/areas:**
 - **Life-long learning;**
 - **Distance learning;**

- **Innovative/flexible exam modalities** (e.g. for students with disabilities, non-traditional students);
- **Diversity of learning and teaching** (e.g. diversity of curricula, resources);
- **Opportunities for strengthening consultative, mentoring and peer to peer mechanisms**, aiming to provide support to students (including from underrepresented groups);
- **Flexible funding modalities for students** from economically disadvantaged families (see also under C.);
- Furthermore, **responsibilities of key stakeholders need to be clearly defined** and opportunities sought to **institutionally anchor** the Social Dimension at UNT to the extent possible (considering the given regulatory frameworks).

C. Findings/recommendations regarding specific measures to support students from underrepresented groups:
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Findings

- **Measures to support students from underrepresented groups:** So far, measures are implemented on **ad hoc basis and largely depend on the commitment and good will of teaching staff** (e.g. special arrangements on exam modalities for students with special needs (oral instead of written exams etc.)).
- **For students from economically disadvantaged families** there are specific measures concerning payments: payments in installments, working at the university, scholarships,...
- **Other measures:** The university feels like a home for the students: university is open 24/7, mentors provide support, the teaching process promotes inclusion, the students union works with the management and staff together, there is constant communication between all partners (staff, management, students).
- **Scholarships/financial support:** UNT is a private university. Students from economically disadvantaged groups, children without parents, children with a parent who fought in the war, etc can receive scholarships. If the socio economic status of a student changes in the course of their studies, UNT provides financial support. In the student survey it was highlighted that financial problems are the main reason for not entering the university.
- **Special IT equipment for the INCLUSION project:** UNT has no special equipment for students with physical disabilities (blind, deaf, etc). The Bosnian consortium (with the University of Tuzla) has decided that the University of Tuzla will build experience in working with blind and deaf students and that they will learn to use the appropriate equipment for those categories of students. UNT will learn how to use other equipment. The idea is to exchange experiences between universities and in that way reach a greater potential. On the other hand, there are already some INCLUSION measures in place, as professional sportsmen receive adapted programs, based on arrangements with individual professors (e.g. distance learning and coaching, late exams, etc).
- **Need to address also lower levels of education:** The vision of the university is to develop kindergarten, primary and secondary school before university, with a clear inclusion policy. Moreover, the university wants to know where the students with specific needs are in the labor market after graduating. There is an alumni organisation present at university which can help follow up on the graduated students. Another measure is the organisation of seminars for inclusion, organized in December, in elementary and secondary schools (disabled students). Lastly, if the social background of a student changes during his/her studies, the management decides to help.

- **Need for medical service**, because there are social and economic problems. People who have everything talk about it, people who don't have everything, don't talk. It is important to keep information secret and to respect the student's wish about the information the student shared with staff and/or management.
- Meeting participants also agreed on the necessity of a legislative intervention to further **enhance the process of inclusion in BiH.**

RECOMMENDATIONS:

- Explore opportunities to **introduce more formalized consultative mechanisms for students;**
- Explore opportunities to introduce other more formalized measures such as **mentoring programmes or peer to peer support** from/for students from underrepresented groups;
- Explore opportunities to introduce a **medical / psychological service;**
- Explore opportunities to **systematically arrange exam modalities that fit the needs of students with disabilities;**
- Explore opportunities within and beyond INCLUSION to **strengthen capacities of teaching staff for working with students from underrepresented groups** (see also under D.).
- Purchase **IT equipment** within INCLUSION that is **in line with identified needs of underrepresented groups of students and train staff how to use it;**
- **Continue efforts to promote higher education at high schools;**
- Address lower levels of education to work on inclusion;
- Do research about former students with special needs on the labour market.

D. Findings/recommendations regarding capacity building/training needs:

Findings

- UNT organizes training and workshops for **staff to support students from underrepresented groups.** Joint meetings, during which specific situations from students are discussed, are another instrument for professionalization of the staff in the field of inclusion.
- The following **capacity building needs** have been identified in the PCU and student surveys from UNT and/or discussions during the site visit:
 - **Awareness raising of teaching staff and management on needs of students from underrepresented groups.**
 - **Inclusive teaching, tutoring and mentoring** for students from underrepresented groups, including training in self-confidence / anxiety problems
 - **Teaching methods for students with disabilities;**
 - Teaching staff to learn **how to use IT equipment for students with disabilities;**
 - **Distance/IT learning** as possible means to enhance access to higher education for students from rural areas/economically disadvantaged backgrounds: In this context it was however noted, that access to IT equipment is a major challenge;
 - **Research** about the topic of inclusion (analysis and detection of the underrepresented groups at UNT, analysis of needs);
 - Creation of a **team in the parliament of the students, including students with special needs.** Making sure that they take part in the decision making;
 - **Exchange of experiences;**

- **Case studies** that show how to approach certain situations, based on present examples of problems and discussing possible solutions Comparing how things are organized in EU and in BiH as a starting point for the development of specific strategies.

RECOMMENDATIONS:

- Consider the above outlined topics for future trainings of UNT staff within and beyond INCLUSION.

E. Other points raised

In addition to the points mentioned above, the following recommendations/findings were made:

- **Raising awareness on INCLUSION and the Social Dimension of higher education among students at UNT**, as well as in the **community** is considered absolutely essential;



Co-funded by the
Erasmus+ Programme
of the European Union

Project Agreement Number: 10101-GB-LEO13-0151
Project Name: Inclusion: Opportunities and Development of Social
Partners' Involvement in Digital Skills Training for the European
Entrepreneurship Training in Digital Skills Training for the European
Entrepreneurship Training in Digital Skills Training for the European

Inclusion





