**Group highlights**

1. **Commitment:**

Mainstreaming of equal access in all relevant legislative and policy documents – clear definitions, implementation mechanisms (including obligations, responsibilities, accountability)

Risks:

Almost inexistent incentives for universities to contribute to widening participation; low awareness of crucial issues among universities; weak state.

1. **Organization:**

Unifying processes and solutions to all HE institutions, setting up central unit (in charge for monitoring, too)

Can we do something similar to Access Agreements (UK) between state and universities?

Who should be responsible for WP - government, university institutions?

1. **Financing:**

* Provide financial resources for diversified and targeted measures (not only direct transfers, but for accommodation, assistive technologies, support offices, etc.)

Concrete issue

* Transition between primary and secondary education; students from vocational secondary education (more likely to be from lower socio-economic background), designed to provide direct access to the labour market (75% of all secondary education), are increasingly proceeding to HE, with higher likelihood to end up paying tuition fees.

Question:

Who should pay tuition fee and how is this determined? The problem which is little discussed and rarely analysed with a deep approach it deserves.

What do we think of loans schemas?

State financed tuition fees and private/public univeristy devide – where do se stand there?

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Risk:

Such a system of support CAN NOT compensate for shortages in inclusiveness of earlier stages in education system (secondary, first of all) – it should not be expected that even a year of intensive support programme can overcome consequences of secondary education malfunctioning; the whole system of support should become integrated in the reformed system of education – a system that would exist in parallel and quite autonomously to the (disintegrated) HE system in Serbia would be too expensive and not sustainable

1. **Outreach**

Question:

What should be the outreach policy and its target groups?

Some suggestions:

***Providing information*** – information about HE chances for secondary school pupils and their families

**Sensibilisation** to WP issues of schools and universities (stuff) as well as for local community leaders – to recognise the problem and support WP initiatives.

***Direct interventions***- psychological, pedagogical and financial

Psychological- raising self-respect and self-confidence, motivation for HE

Pedagogical- lecturing on the chosen content and related courses (mathematics, languages...) for the entrance exam, but also enhancing general learning skills

Financial – providing financial means, for lectures....

***Indirect interventions***- negotiation with local and national government, to obtain support for WP and secure more successful implementation of direct measures.

***Criteria defining*** – criteria are needed for students as well as mentors selection.

***Mentoring, monitoring and following*** pupils achievement (through volunteering students help)

***Education and sensibilisation*** of university professors for the future work with the students from underrepresented populations.

**Student ambassadors?**

1. **Curriculum development, learning, teaching and assessment in the WP framework**

Compulsory courses for teachers? Promotion effectively conditioned on good teaching?

HE Teaching Academy?

Concrete issues

* Underdeveloped non-university HE sector (cca. 25%) and hence higher expectations from majority of students to engage with in curricula which are more academic than professional.

Question:

What measures can be introduced to strengthen student participation in academic life and to reduce attrition?

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Discussion questions:

1. Helping access and participation through **financial aims** or through **cultural capital** enhancement, and keep the merit as the main criteria for access and participation.
2. Who “can benefit from higher education”?
3. What do we think on positive discrimination policies?
4. Would we agree with lowering requirements for underrepresented groups of students both at admission and during the study?
5. How can university reach to rural areas?
6. What NGO programmes should be translated into policies (Roma and students with disability experience)
7. Unified or separate support units and schemas?
8. Widening participation and employment issues