

QUALITY
EQUALITY

**Project on Access to Higher Education in Europe : working
report**

Part II - Activities and Results

prepared by the Secretariat for the Project Group (Higher Education Section, Higher Education and Research Division)

This document is intended to present the various components of the project in a straightforward and concise manner. It should be regarded as a reference document and a factual counterpoint to Part One of the Working Report of the Project - "Synthesis and Recommendations" - which presents the main conclusions and recommendations of policy and practice.

Distribution:
Parma conference
CC-HER

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1.1 Outline of the Project

Wider participation in higher education is a goal shared by most of the Council of Europe's member states. An educated citizenry is a major pillar of democratic security. At the same time, it is very important that no group (minorities or other) is excluded from wider access to higher education.

The project on "Access to Higher Education in Europe" is part of the Council of Europe's regular work programme in education and culture, within the European Cultural Convention¹. It draws on the results of the Parma Conference in October 1992 on access to higher education in Europe, organised jointly with the Commission of the European Communities. It is designed to address a major policy concern of governments, who are conscious of the critical importance of a highly educated workforce to the economic future of their countries. The project also reflects the distinctive Council of Europe emphasis on equity, the needs of individuals, and the prevention of exclusion, underlined at the Vienna Summit of Heads of State and Government of the member States in October 1993.

The project focuses on the articulation between higher education and its potential entrants, students in secondary schools and adult learners.

The aim of the project is to stimulate action in favour of access to quality higher education in Europe. "Access" refers to the increase and widening of participation rates, retention rates and inter-institutional transfers in institutions of higher education, particularly for persons belonging to under-represented groups.

1.2 Working Methods

The Council of Europe's Higher Education and Research Committee (CC-HER) - succeeding the former Standing Conference on University Problems (CC-PU) -, comprising representatives of government ministries and of higher education institutions, supervised the project in liaison with the Education Committee.

A project group was appointed with a membership of twelve individual experts, covering the relevant professional and policy areas, as well as representatives of the European Union and Unesco. A list of its members is included in Appendix 1.

The Project Group initially identified five priority areas for implementation:

1. Systemic aspects: articulation between secondary and higher education
2. Admission systems
3. Guidance and Counselling
4. Under-represented groups

¹ 44 countries are member States and/or parties to the European Cultural Convention: Albania, Andorra, Austria, Belarus, Belgium, Bosnia-Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Holy See, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Moldova, Monaco, Netherlands, Norway, Poland, Portugal, Romania, Russia, San Marino, Slovakia, Slovenia, Spain, Sweden, Switzerland, "The former Yugoslav Republic of Macedonia", Turkey, Ukraine, United Kingdom.

5. Foreign students

Finance and dropout were originally tackled as transverse themes, underpinning and informing all other aspects of the project. However, as the project progressed it was felt increasingly important to consider financial barriers to access as a topic in its own right, and a workshop was held in Sofia in April 1996 to discuss the subject. The need for more research into dropout was also identified, and a study was commissioned.

Complementary methods were used throughout the project to explore all activities:

- comparative analysis and exchange of experience on key aspects;
- identification and, where appropriate, dissemination of good practice at all levels;
- the support of existing and planned professional and institutional networks.

1.3 Outputs

The outputs of the project include:

- a series of studies, linked to the results of workshops and including detailed recommendations on policy and practice in the relevant area;
- a synthesis report, drawing together all areas of the project and outlining key policy recommendations;
- proposals for implementation of the recommendations, to be discussed in detail at the Final Conference in Parma, September 1996.

Publications and selected working documents are listed in the relevant sections of this report and in a consolidated list in Appendix 2.

2 SYSTEMIC ASPECTS: ARTICULATION BETWEEN SECONDARY EDUCATION AND HIGHER EDUCATION

2.1 Issues and Objectives

The Project Group felt that specific policies and measures to promote access - the main intended outcomes of the project - needed to be understood within the context of overall trends and policies of participation and structural change in secondary and higher education.

The following aims were thus identified:

- to deepen understanding of major trends in secondary education as they affect access to higher education and interaction between the sectors;
- to give timely and practical support to the other components of the project with surveys and analyses;
- to interact with the project, "A Secondary Education for Europe";
- to contribute to eventual policy recommendations emerging from the project.

2.2 Work

A **working party** was constituted and held three meetings:

- on February 1 1994, at which it produced a scheme of action;
- on 5-6 September 1994, at which it planned a workshop;
- on 3 May 1995, at which it drew conclusions from the workshop.

A **workshop** was held on 7-8 March 1995 in Strasbourg on the articulation between secondary and higher education. **Participants** included policymakers, leaders of educational institutions, academics and other professionals involved in access policy in both secondary and higher education.

Three working groups examined the following themes in parallel sessions:

- A: managing curriculum change in secondary and higher education;
- B: the impact of certification on teaching and learning;
- C: devising cooperation structures for mass participation.

The workshop, and in particular the General Rapporteur's report, raised a number of issues for further exploration. Among these are:

- the potential dangers of standardised mass education;
- contradictions between centralisation and decentralisation, and between the state and private sectors;
- the misunderstanding and "mismeasurement" of economic factors;
- the relationship between vocational and general education;
- the (mis)use of admissions systems as an "opportunities regulator".

The conclusions, prepared by *Jean-Pierre Meylan* (Switzerland) as General Rapporteur, are available as document DECS-HE 95/29 rev.

2.3 Outputs

Publications

Three studies were produced on the following subjects:

- ***Trends in the organisation and content of upper secondary education in Europe within the articulation between secondary and higher education***, Denis Kallen, France;
- ***Certification of school-leaving qualifications in the context of access to higher education in Europe***, *Sergij Gabrš_ek*, National Examinations Centre, Slovenia;
- ***Participation trends in access to higher education***, *Egbert De Weert*, Centre for Higher Education Policy Studies, Netherlands.

Network of Professional Certification Agencies

Research into school-leaving certificates across Europe undertaken by *Sergij Gabrš_ek* revealed a lack of international professional coordination at European level. In response to this identified gap, *Dr Gabrš_ek*, with the support of the Council of Europe, has begun the organisation of CERTINET, a European network of agencies responsible for school-leaving and higher education entrance examinations and certificates. A launch conference for the network is planned in the spring of 1997.

CERTINET aims to provide accurate information about educational systems and opportunities that will enable countries, institutions and individuals to make informed comparisons and decisions. The network will also provide or facilitate technical cooperation among members.

3 ADMISSION PROCEDURES

3.1 Issues and Objectives

Admission procedures are the concrete result of the policy choices of each country on access to higher education and define the opportunities open to potential students. For countries considering fundamental changes in higher education, the admissions system is a critical link.

A number of questions are therefore central to the access project:

- What models of admission procedures exist?
- What are their advantages and disadvantages, in particular for promoting access to higher education?
- Can admission procedures be made fairer and more efficient, within the main policy options of each country?

The following tasks were identified as key goals for the project:

- to analyse current admission systems, identifying **models** and their advantages and disadvantages;
- to analyse feedback from the **clients** of the system (students, families, institutions) in terms of their perceived needs;
- to provide feedback to **policy makers** and managers of the system;
- to identify and exploit opportunities for **international networking and cooperation** in this field, to improve the transparency, efficiency and equity of the admission system;
- to analyse the **impact** of admission systems, including cost-effectiveness, educational efficiency and impact on under-represented groups.

3.2 Work

A **working party** on admission procedures was constituted and held three meetings:

- in London on 25 October 1993, where it outlined proposals for future work:
- a second meeting of the working party was held on 20 April 1994 in Ankara where follow-up activities were planned:
- the final meeting of the working party was held on 4-5 May 1995 in Strasbourg. A report of comparative admission systems written by Mr M. Scott was approved, and further proposals for recommendations of the project were made.

The **admissions workshop** was held on 19 - 20 April 1994 in Ankara at the invitation of the Turkish University Entrance board, ÖSYM. A report based on the discussions at the workshop and on the papers submitted by France, Germany, Hungary, Sweden, Turkey and the United Kingdom was written by *Mike Scott*, General Rapporteur of the Workshop. This is available as document DECS-HE (94) 62 rev.

3.3 Outputs

Publications

***Comparative Study of Admissions Systems*, Mike Scott, UCAS, United Kingdom**

This comparative study of admission systems in thirty-three States party to the European Cultural Convention is aimed at policymakers and institutions. It includes a discussion of the different types of system possible, and recommendations for improving both the equity and efficiency of systems. The study has been published as a joint Council of Europe - UCAS venture. It intends to:

- stimulate a process of exchange of good practice and experience - including negative experience - between professionals in different countries;
- survey existing procedures and systems, as a basis for an analysis of the relationship between administrative systems, government policies, and the 'market' in access to higher education.

Network of Admissions Agencies

As a means of taking forward the aim of exchanging good practice and experience, the working party has proposed the establishment of a network of admissions agencies. This recommendation will be taken forward by two members of the working party - *Dr Tony Higgins* of UCAS (UK) and Professor *Attila Ozmen* of ÖSYM (Turkey) - and will receive support from the Council of Europe.

4 GUIDANCE AND COUNSELLING

4.1 Issues and Objectives

Guidance and counselling systems are primarily directed to providing individuals with tools to help them decide their own future. At the same time, effective guidance and counselling can be harnessed for the attainment of major policy goals in access to higher education:

- reducing dropout and raising motivation, attainment and completion rates in higher education, reducing mismatch of students and courses, and so raising the efficiency of the system;
- encouraging students from groups under-represented in higher education (for example, ethnic minorities, students from lower-income backgrounds and adult returners) to enter its programmes;
- encouraging women to study science and technology subjects, and in general combating stereotypes both in the choice of careers and in the labour market;
- promoting, within appropriate targets, the growth in overall participation in higher education.

This section of the project has concentrated on a limited number of difficult problems within the overall objectives of widening access to groups currently under-represented in higher education. Three areas for exploration were identified:

1: Problems in the structure and organisation of guidance and counselling:

- appropriate training and qualifications for guidance workers;
- ensuring the constructive interaction of professional guidance services with the wider guidance environment that includes a wide range of other sources of information;
- the financing of guidance services, including the questions of user fees and the training of guidance workers.

2: The evaluation of guidance and counselling services in relation to:

- policy objectives such as reducing dropout and promoting participation (both generally and for specific under-represented groups);
- their place within overall structural changes and reforms in the educational system;
- the development of practical training opportunities for guidance workers within a European perspective, to promote the dissemination of good practice.

3: Identifying opportunities for enhanced European cooperation at governmental level in this

field, in particular for the benefit of new member States.

4.2 Work

Existing networks, in particular professional associations such as the European Forum for Academic Guidance (FEDORA), have been exploited so far as possible, and future developments will also attempt to utilise such networks.

A working party on guidance and counselling held four meetings.

At the first meeting, which took place on 14 to 15 June 1994 in Strasbourg, an outline for the pursuit of activities was adopted.

At the second meeting, organised on 9-10 November 1994 in Strasbourg, arrangements were made for a comparative study - focussing on current major issues rather than detailed information.

The third meeting, held on 9-10 March 1995 made arrangements for a workshop to be held in Camerino, Italy. A first discussion was also held on recommendations.

A fourth meeting of the working party was held on 23 - 24 November 1995 in Strasbourg. The outcomes of the Camerino workshop were reviewed, and a report of the workshop written by *Jenny Bimrose* was approved. This report has now been published with the background study as a joint Council of Europe - UCAS publication. Recommendations for the final report were also discussed and agreed.

Workshop on guidance and counselling, Camerino, Italy.

Jenny Bimrose's study was used as the catalyst for further exploration of European guidance and counselling at a workshop held in **Camerino, Italy on 5-6 October 1995**. The workshop gathered together guidance and counselling practitioners, representatives from interested groups, and officials from new member states interested in developing fledgling services. Many representatives of new member states expressed a desire for technical assistance in developing guidance and counselling services.

4.3 Outputs

Publications

Guidance and Counselling for higher education, Jenny Bimrose, University of East London, United Kingdom.

This report, centred on case studies from seven member states, highlights different approaches to guidance and counselling throughout Europe. It includes the full recommendations of the Camerino workshop and is now available as a joint Council of Europe and UCAS publication.

Other results

The activity has led to a number of recommendations to policymakers, to be incorporated in the final recommendations of the project.

The working party also suggested the possible organisation of training seminars for counsellors within the Council of Europe's programme for the in-service training of teachers. Such a seminar would have to be offered by a member State.

5 UNDER-REPRESENTED GROUPS

5.1 Issues and Objectives

No system of higher education in Europe can claim that all social groups are represented in equivalent proportion to their distribution in the national population. Both Ministries and institutions of higher education throughout Europe accept that certain groups are under-represented, although details of the nature and extent of under-representation are often unknown. Under-representation refers here not only to initial entry, but also to retention and rates of successful completion. Groups that may be under-represented in different countries of the European Cultural Convention include:

- women (in particular disciplines);
- mature (adult) students;
- ethnic and linguistic minorities;
- students who are disadvantaged as a result of low family income, expectations, or awareness of education;
- students from rural areas;
- persons with physical or sensory disabilities;
- refugee students.

The reasons for under-representation may be numerous, complex and inter-related, and potential measures to address this situation should bear these factors in mind.

The central task of the project, and of this activity in particular, was thus twofold:

- to understand the nature and extent of under-representation in the different contexts in which it occurs;
- to identify potential ways of addressing under-representation.

A range of measures considered include:

- flexible entry requirements;
- recognition of prior learning (qualifications and periods of study);
- access or preparatory courses;
- open and distance learning;
- curriculum reform (to foster cultural diversity and added value);
- physical facilities;
- staff development;
- targetting under-represented groups, through liaison with schools and the community, and through provision of information about courses and job prospects.

Taking into account the limited resources available to higher education systems, the project has also had to consider how measures aimed at widening access could be financed.

5.2 Work

Maggie Woodrow, Director of the European Access Network, was commissioned by the Council of Europe in cooperation with the Commission of the European Union to undertake a

comparative study of under-represented groups in Europe. Research for the study involved field trips and data collection in eight central and eastern European countries as well as eight countries in western Europe. Ministries of education supplied national data and at least two institutions of higher education in each country, including a private university wherever possible, also contributed to the survey. A wide range of perspectives were sought, including those of academic staff, administrative staff and students.

A Working Party for this activity held three meetings:

At its first meeting on 12-13 September 1994, initial planning of a joint workshop with the European Access Network to be held in June 1995 in Cambridge (United Kingdom) was undertaken. A proposal to set up a small group of representatives of European higher education institutions to study the issue of monitoring was also adopted. This exercise developed into a pilot European monitoring project.

The Monitoring Group met on 30 January 1995 in Strasbourg, just before the second working party meeting (31 January-1 February 1995) to test the feasibility of developing a common system of monitoring student profiles across different countries in western, eastern and central Europe. The group agreed that monitoring is a necessary tool to identify under-representation in higher education. The monitoring process would involve collecting and analysing data, and consequently examining future policy and practice.

The Working Party exchanged views with the Monitoring Group, finalised the programme of the workshop (26-28 June 1995 in Cambridge), and discussed draft recommendations of the project regarding issues such as monitoring, disabilities and financing.

The Working Party met for the third time on 7 and 8 December 1995 in Strasbourg to review the Cambridge workshop, to examine the progress of the monitoring project and to discuss draft recommendations for the Final Conference. The Working Party agreed to take forward a number of concrete proposals from the Cambridge workshop.

The **workshop** in New Hall, Cambridge, **26-28 June 1995**, organised jointly with the European Access Network, succeeded in gathering representatives from thirty-eight European countries, and also included a noteworthy presentation from Australia. A report of the workshop by the General Rapporteur, *Maggie Woodrow*, is available from the secretariat.

5.3 Outputs

Publications

Access for Under-represented groups, Maggie Woodrow and David Crosier.

This report presents the findings of a comparative study of access policies and practice in sixteen countries of central and eastern and western Europe. A "snapshot" of access policies and practice in the countries surveyed is offered, and information is drawn from a range of perspectives including Ministry officials, academic and administrative staff and students. The study has been published by the Council of Europe.

Monitoring Project

A pilot project involving forward-thinking institutions has been undertaken as an adjacent activity of the working party. Methods of monitoring under-representation have been compared, and a discussion paper drawing upon initial results of the project is being prepared by *Peter Stewart*. It is anticipated that this project could be developed and expanded as an outcome of the Final Conference in Parma.

6 INTERNATIONAL STUDENTS

6.1 Issues and Objectives

While much work has been done by the Council of Europe, the European Union and others to promote student mobility, this activity placed the question in the context of access in general. Several key questions were posed:

- What are the specific needs of foreign students in higher education?
- Is student mobility between the Cultural Convention States equally accessible to all students, or are certain groups under-represented?
- If certain groups are under-represented, what measures can be taken to encourage their participation?

The aim of the group was to identify measures that could be taken by governments and institutions to support and encourage new entrants from other countries, and to reduce the risk of failure and dropout.

6.2 Work

The first meeting of the Working Party was held in Strasbourg on 20-21 April 1995. Following a discussion of issues, a pilot questionnaire was drawn up aimed at eliciting information on foreign students in the states of the European Cultural Convention.

The second meeting of the Working Party was held in November 1995 in Strasbourg. Questionnaires from France, Italy and Hungary were examined, and a discussion of different national practice was held. A wider survey was planned (but in the end did not prove possible). A report based upon the discussions of the working party was prepared for presentation at the Final Conference in Parma.

6.3 Outputs

Publications

Access to higher education through student mobility, Tamás Lajos Technical University of Budapest, Hungary.

This report was written as an outcome of the meetings of the working party. It considers the information received from different countries and looks towards an international future with discussion of open and distance learning for the benefit of trans-national higher education. The report is published by the Council of Europe.

7 FINANCE

7.1 Issues and Objectives

The subjects of financing wider access and student dropout were originally conceived as transverse themes which would be discussed within all other sections of the project, but did not require specific consideration. However, as the project progressed, both issues demanded increasing attention, as governments throughout Europe seemed unable to make the necessary financial investment.

Expansion was taking place without a commensurate increase in levels of public funding, thus putting higher education systems generally under unprecedented levels of pressure. A number of questions became very pressing for the access project. What were the implications of these funding trends, especially for students from under-represented groups? How would it be possible to attract non-traditional entrants to higher education if the financial burden was to be shifted away from the state and on to the individual citizen?

7.2 Work

A small working party was constituted and held two meetings in Strasbourg: on 9 October 1995 a report on financial barriers to access was commissioned, and on 4 December 1995 to plan a workshop on financial barriers to access.

The workshop on "**Overcoming Financial barriers to higher education**" was held in Sofia (Bulgaria) from 27 to 29 April 1996 at the invitation of the Bulgarian Ministry for Education, Science and Technology. It concentrated on student support in higher education. What should be the criteria for financial support - financial need, academic achievement, or academic potential - and how can funding most effectively be targetted at those with most need? A report of the workshop was written by the General Rapporteur, *Luc Weber*, and has been published by the Council of Europe.

The conclusions of the workshop have been incorporated into the report of the project, and will be taken forward to the Final Conference in Parma.

7.3 Outputs

Publications

Financial obstacles to higher education, Dieter Schäferbarthold, Deutsches Studentenwerk, Germany.

This comparative study presents a range of models for financing student subsistence, including targetted funding for under-represented groups. A critical evaluation of each system is offered, as well as consideration of the significance of social infrastructure in access to higher education. The study is published by the Council of Europe.

8 DROPOUT

8.1 Issues and Objectives

The topic of dropout in higher education has also been considered by the project. While governments were concerned about the costs of higher education they seemed to have given scant consideration to rates of non-completion, and to a large extent were ignorant of the scale of resources effectively being wasted. What interested the project, however, was less the plight of governments than the predicament of students. In some countries they seemed to be drawn in to higher education, only to be pushed out within the next year or two with nothing tangible to show for their efforts. What are the reasons for dropout, what kind of students are most at risk, and what can be done to prevent it?

8.2 Work

A preliminary research project was commissioned from *Giovanni Finocchietti* of the Fondazione Rui, Italy. A short report of available information on dropout in several European countries was compiled and is available from the secretariat as document DECS HE 95/104.

This report was followed up by a more in-depth examination of dropout in five European states by *Jean-Louis Moortgat* of the Université Libre de Bruxelles. This research project was presented at the 1996 annual convention of the European Access Network in Amsterdam and has now been published by the Council of Europe.

8.3 Outputs

Publications

A study of Dropout in European higher education, *Jean-Louis Moortgat*.

This report presents a theoretical framework for the discussion of dropout in European higher education, followed by five national case studies. It is published by the Council of Europe.

APPENDIX 1

LIST OF MEMBERS OF THE PROJECT AND WORKING GROUPS

(in alphabetical order)

Members of the Project Group:

- *Dr Roberto de Antoniis*, Deputy Director-General in the Ministry of Education, Rome, Italy
- *Ms Darja Budhina Pozar*, University Development Centre, University of Ljubljana, Slovenia
- *Ms Margareta Hohenthal*, German Rectors' Conference (HRK), Bonn, Germany
- *Professor Denis Kallen*, Emeritus Professor, Villevieille, France
- *Mr Nizam Mohammed*, University Entrance Requirements Officer, University of London, London, United Kingdom **(Chair)**
- *Profesor Attila Özmen*, Director of Turkish University Entrance Examinations Board, (ÖSYM), Bilkent, Turkey
- *Mr Mouri Panhelainen*, Research Centre for Education, University of Jyväskylä, Finland
- *Mr Christian Raulet*, Inspecteur général de l'Education Nationale du Groupe Economie-Gestion, Paris, France
- *Ms Maggie Woodrow*, Co-Chair, European Access Network, University of Westminster, London, United Kingdom
- *Ms Ivanka Yordanova*, Chief expert, International Relations Department, Ministry of Education, Science and Technology, Sofia, Bulgaria

Ex-Officio:

Chair of the Higher Education and Research Committee (CC-HER):

- to April 1995: *Professor Roger Ellul-Micallef*, Pro-Rector, University of Malta, Malta
- from April 1995: *Dr. Wolfgang Mönikes*, Head of Division, Federal Ministry for Education, Science, Research and Technology, Bonn, Germany

Chair of the Education Committee:

- to September 1994: *Mr Ulf Lundin*, Sweden
- from September 1994: *Mr Jerzy Wisniewski*, Poland

European Union:

- *Ms Sandra Pratt*, Task Force Human Resources: Education, Training and Youth (now DG XXII), Brussels

Unesco:

- *Mr Jan Sadlak*, Unesco, Paris
- *Mr Lazar Vlasceanu*, Unesco-CEPES, Bucharest

Members of the Working Party on systemic aspects:

- *Professor Denis Kallen*, France [also consultant to the project on

"A secondary education for Europe"]

- *Mr Jean-Pierre Meylan*, Switzerland
- *Mr Christian Raulet*, France
- *Mr Mouri Panhelainen*, Finland
- *Ms Sandra Pratt*, European Commission
- *Mr Lazar Vlasceanu*, CEPES

Members of the Working Party on admissions systems:

- *Mr Henning Berlin*, Germany
- *Dr Tony Higgins*, United Kingdom (Chair)
- *Mr Nizam Mohammed*, United Kingdom
- *Professor Attila Özmen*, Turkey.

Members of the Working Party on guidance and counselling:

- *Ms Lucia Berta*, Italy
- *Ms Jenny Bimrose*, United Kingdom
- *Ms Darja Budhina Pozar*, Slovenia (Chair)
- *Dr Tony Higgins*, United Kingdom
- *Mr Joël Vallat*, France
- *Ms Ivanka Yordanova*, Bulgaria.

Members of the Working Party on under-represented groups:

- *Professor Olaf Aarna*, Estonia
- *Ms Irina Ishina*, Russia
- *Mr Siegfried Leitretter*, Germany
- *Ms Mary Tupan-Wenno*, Netherlands
- *Ms Maggie Woodrow*, United Kingdom (Chair)
- *Ms Ivanka Yordanova*, Bulgaria.

Members of the Monitoring Group:

- *Professor Olav Aarna*, Technical University of Tallinn, Estonia
- *Ms Anna-Maria Andriol*, Netherlands
- *Professor Valentin Batukhtin*, University of Chelyabinsk, Russia
- *Professor Robert Cormack*, Queen's University of Belfast, United Kingdom
- *Mr Michel Feutrie*, University of Lille, France
- *Professor Juraj Švec*, Comenius University of Bratislava, Slovakia
- *Ms Maggie Woodrow*, Universities of North London/Westminster, United Kingdom.

Members of the Working Party on international students:

- *Dr Roberto De Antoniis*, Italy
- *Ms Gisella Gori*, AEGEE, Italy
- *Ms Roy Hourdaki*, Greece (Chair)
- *Professor Tamas Lajos*, Hungary
- *Mr Nizam Mohammed*, United Kingdom

- *Professor André Nayer, Belgium*
- *Ms Genevieve Rey, France*

Members of the Working Party on finance and dropout:

- *Ms Bodil Horn Andersen, Denmark*
- *Mr Dieter Schäferbarthold, Germany*
- *Ms Maggie Woodrow, United Kingdom*
- *Ms Ivanka Yordanova, Bulgaria (Chair)*

Members of the Editorial Group for the final report

- *Professor Denis Kallen, France*
- *Mr Nizam Mohammed, United Kingdom*
- *Mr Jean-Pierre Meylan, Switzerland*
- *Dr Wolfgang Mönikes, Germany.*
- *Ms Maggie Woodrow, United Kingdom*

APPENDIX 2

LIST OF PROJECT MEETINGS

Project Group

- 1 25-26 January 1993
- 2 1-2 July 1993
- 3 9-10 November 1993
- 4 17 March 1994
- 5 21-22 November 1994
- 6 23-24 May 1995
- 7 5-6 December 1995
- 8 26-27 June 1996

Editorial Group for the Project Report

- 1 13 February 1996
- 2 11 June 1996

Working Group on Systemic Aspects

- 1 1 February 1994
- 2 5-6 September 1994
- 3 3 May 1995

Working Group on Admissions

- 1 25 October 1993
- 2 20 April 1994
- 3 4-5 May 1995

Working Group on Guidance and Counselling

- 1 14-15 June 1994
- 2 9-10 November 1994
- 3 9-10 March 1995
- 4 23-24 November 1995

Working Group on under-represented groups (including monitoring group)

- 1 12-13 September 1994
- 2 30 January-1 February 1995
- 3 7-8 December 1995

APPENDIX 3

PUBLICATIONS

Systemic Aspects:

Trends in the organisation and content of upper secondary education in Europe within the articulation between secondary and higher education, Denis Kallen

Certification of school-leaving qualifications in the context of access to higher education in Europe, Sergij Gabrš_ek
(UCAS, Cheltenham, 1996)

Participation trends in access to higher education, Egbert De Weert

Conclusions of the workshop on Articulation between secondary and higher education,
Jean-Pierre Meylan (document Decs-HE 95/29)

Admissions:

Comparative Study of Admissions Systems, Mike Scott
(UCAS, Cheltenham, 1996)

Workshop papers:

Case study - access to higher education in the
United Kingdom, Dr M A Higgins (document Decs-HE 94/32)

Case study - access to higher education in Germany, Mr H Berlin
(document Decs-HE 94/37)

Case study - access to higher education in Sweden, Ms Anne-Marie Rydell
(document Decs-HE 94/38)

Case study - access to higher education in Turkey, Dr Atilla Özmen
(document Decs-HE 94/37)

Conclusions of the Admissions Workshop, Mike Scott
(document Decs-HE 94/62)

Guidance and Counselling:

Guidance and Counselling for higher education, Jenny Bimrose
(UCAS, Cheltenham, 1996)

Under-represented Groups:

Access for Under-represented groups, Maggie Woodrow and David Crosier

Workshop papers:

Initiatives in addressing more equitable participation in higher education: the Australian experience, Allen Barlow
(presented at the Cambridge workshop)

A study of access by socio-economic group in Spain, José-Gines Mora
(presented at the Cambridge workshop)

Conclusions of the Cambridge Workshop, Maggie Woodrow (document Decs-HE 96/45)

International Students:

Access to higher education through student mobility, Tamás Lajos

Finance:

Financial obstacles to higher education, Dieter Schäferbarthold

Workshop papers:

Fees, grants and equality of opportunity in Spain, Maria San Segundo and David Camino
(presented at the Sofia workshop)

Financing higher education: the situation in Bulgaria, Stancho Stamov
(presented at the Sofia workshop)

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