

Access to higher education in southern Europe

Higher education, as the ultimate level of a structured national education system, was, despite the various national circumstances, the source par excellence of the production of the national elite, but also, the space of contact between various national elites. Therefore, access to higher education has always been a major issue that has attracted the attention of policy makers and researchers from different scientific fields. From the 60s, researchers have linked inequalities in access to higher education with social (re)production.

Nowadays, the passage from a national system of three consecutive levels of education, to a chaotic space of lifelong learning on the one hand, and the massification of higher education on the other, seem to have changed data about access to higher education but without the strong characteristics of access having been eliminated. Indeed, these differentiated accesses to a higher education both expanded and massified, have still not eliminated the production of social disparities. Therefore, "accesses" are still a major issue that continues to attract the interest of policy makers and researchers.

Thus, it would be interesting to look at the changes currently taking place on the issue of "access" to higher education. More specifically, we might ask:

- What are the policy choices of access?
- What is the role of supranational policies?
- What is the impact of the curricula offered?
- Who is responsible for the financial costs of expanding access?
- How is a curriculum chosen?
- What is the student profile for each curriculum?
- What is the role of gender in access?

These are just some of the many questions that can be asked and be a source of reflection and production of texts on "access".

Keywords: Access to Higher Education, Policies on Access, Social Dimensions of Access, Financing of Access.

Languages of the texts: English or French.

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The texts submitted must be shaped and configured in Word and PDF, page A4, margins 2.5 cm on both sides, double space, Times New Roman, 12, and pages numbered.

On the first page, the title should appear in bold letters, followed by the name(s) of the author(s), with an indication of who correspondence should be addressed to.

On the second page, the title of the article appears without the name(s) of the author(s). Before the text itself, there should be an abstract in the language used in the text. A second abstract is also necessary in one of the two other languages of the journal. Each abstract should not exceed 200 words, and should be written in single space, Times New Roman, 10, and in italics. Subsequently, a maximum of five keywords are required, in two (2) out of the 3 (three) languages of the journal.

The text should not exceed 8000 words (all inclusive), unless there are specific reasons. In this case the consent of the publisher is necessary.

Tables and figures should be accompanied by a title. Each figure must be in a separate file of high analytical form tif (300dpi).

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More details :

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- Without author : Sociology. 2002. Athens, Petra.

Books with an editor

- Konstas, Georgios. ed. 2002. Sociology. Athens, Petra.

Chapters within books

- Konstas, Georgios. 2008. « » pp.29-37 in Sociology, editors Pavlou, Georgios and Christou, Ioannis. Athens, Petra.

Articles in scientific journals

- (Keywords of the title in uppercase): Konstas, Georgios. 2002, « Social Origin and School Results». Journal of International Education. 40:392-402.

Articles in journals or other publications

- Konstas, Georgios. 2002. «The Young and Contemporary Problems». The journal. October 19, pp.4.
- Konstas, Georgios. 2002. « The Young and Contemporary Problems ». Young People. October. 156: 12-17.

Articles on the web and in e-journals

- Konstas, Georgios. 2002. «School memories of a young man ». E-journal. 53:12-47. Retrieved October 19, 2001 (<http://e-journal.edu>).
- Konstas, Georgios. 2002. « Notes ». The parents. 404 (mots) words. Retrieved October 19, 2001 (<http://parent.org>). Presentation of references and citations
- In the text: (Konstas 2002) • In the text, two authors: (Konstas et Georgiou 2002)
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Citations

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- Or ... Konstas (2002) argues that «breakfast is very important for pupils» (p.167).

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