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Socio-economic stratification in the EHEA

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Bologna - Process

**The social dimension:
Only for communiqués and students ?**

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➤ **Prague 2001, Berlin 2003, Bergen 2005**

„reaffirm the importance of the social dimension“

➤ **Trends IV-Report (EUA)**

➤ **Bologna Stocktaking Report 2005**

social dimension **not mentioned at all**

ESIB - Bologna with student eyes

Own chapter on the social dimension

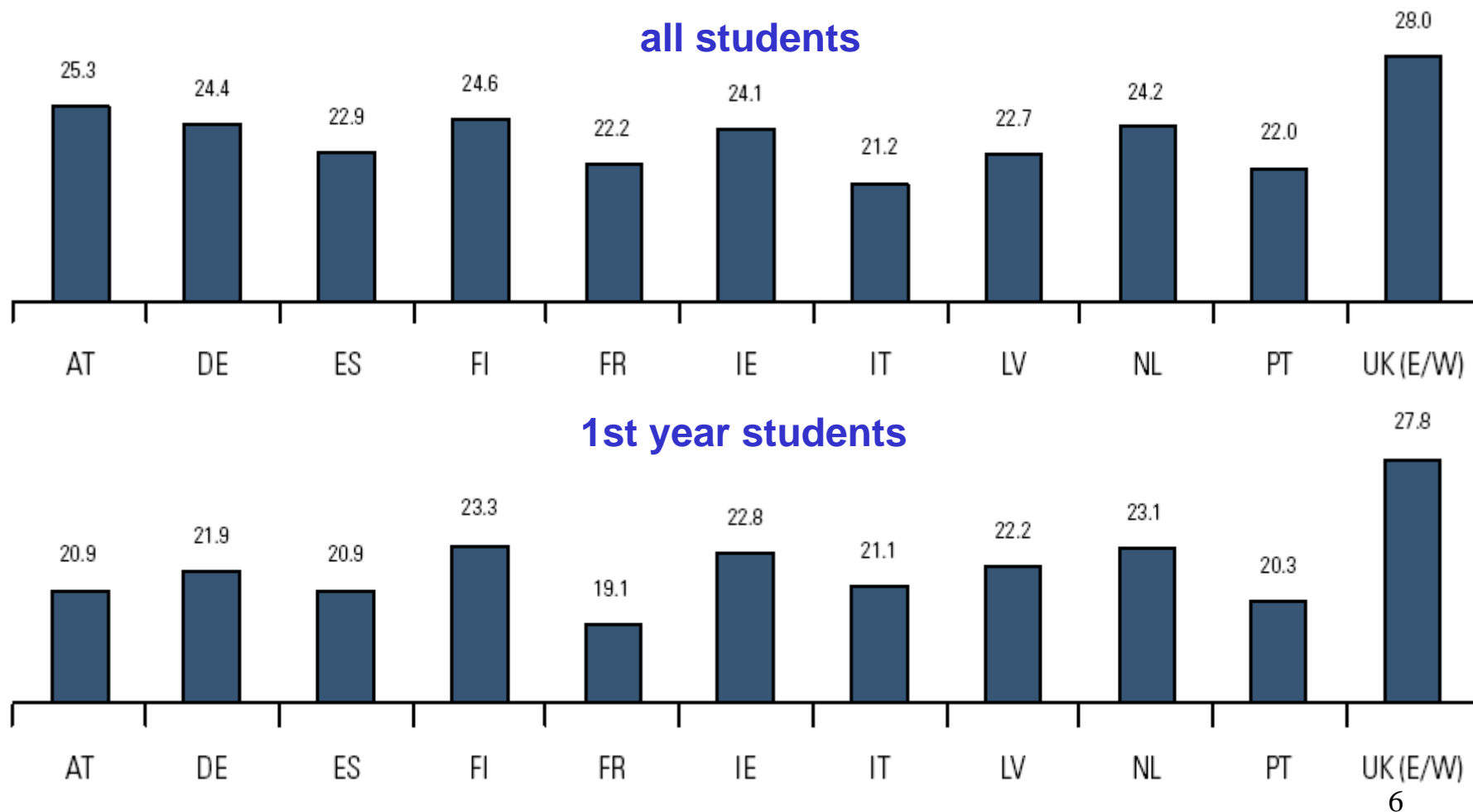
Conclusions

- Democratic access
 - Amount and availability of grants/ loans
- Bureaucratic procedures for applying for support
 - Inadequacy of health system
- Lack of decent and affordable accommodation
 - Lack of data
 - Age limits

EUROSTUDENT 2005

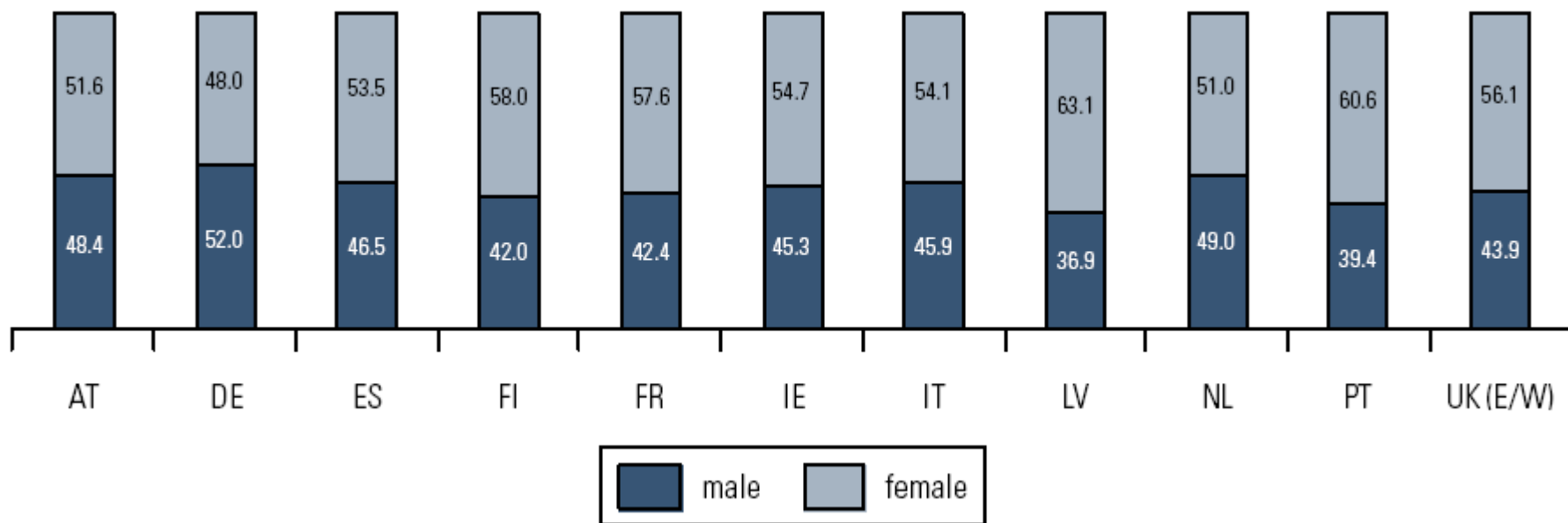
- **Access**
- **Social Make-up of student body**
- **Funding and state assistance**
 - **Living expenses**
 - **Student employment**
 - **Accomodation**

Age of students



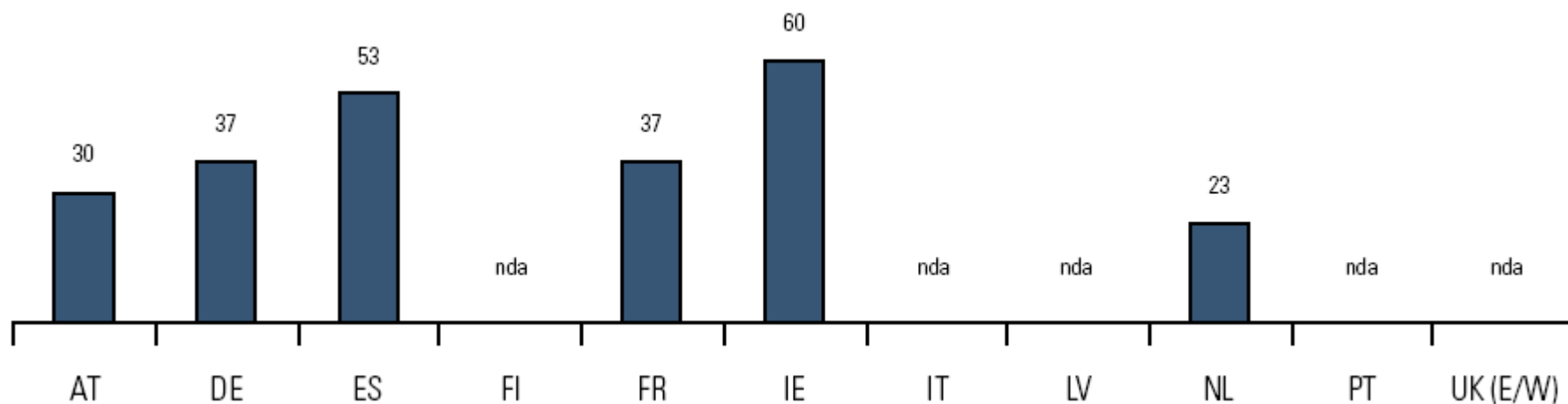
Eurostudent 2005 - Figure 1, 1.1

Gender profile of all students



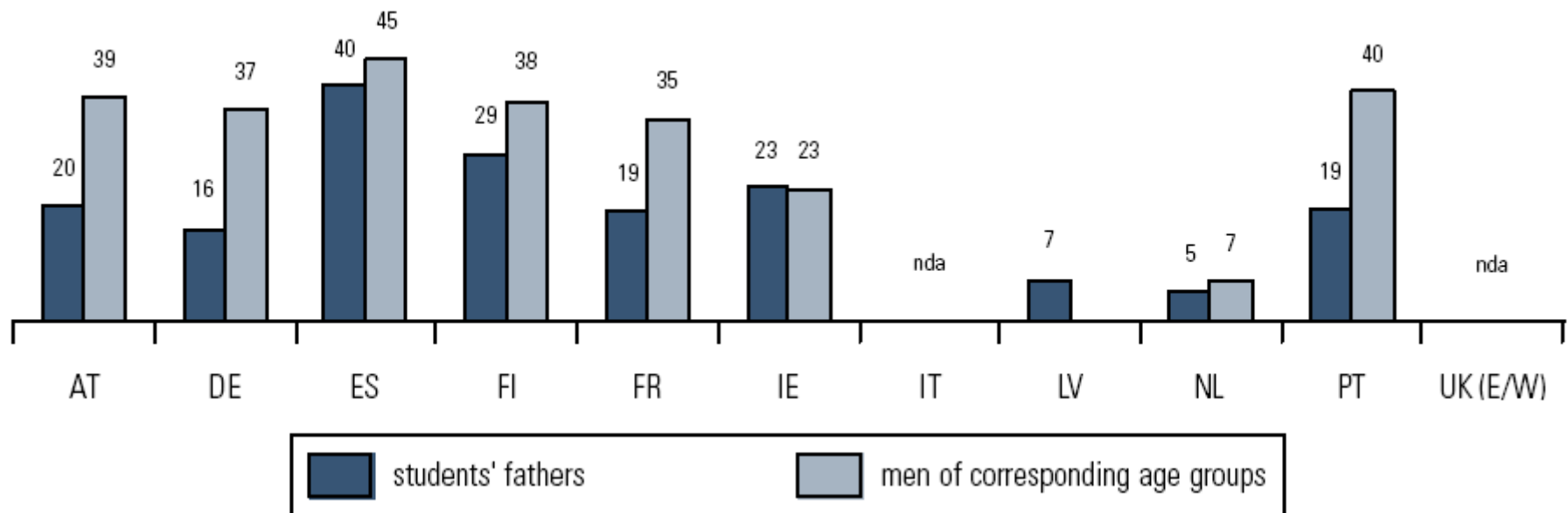
Access

New entry rates in % of age cohorts



Occupational status of students' fathers I

Students' fathers compared to all men of corresponding age groups - blue collar



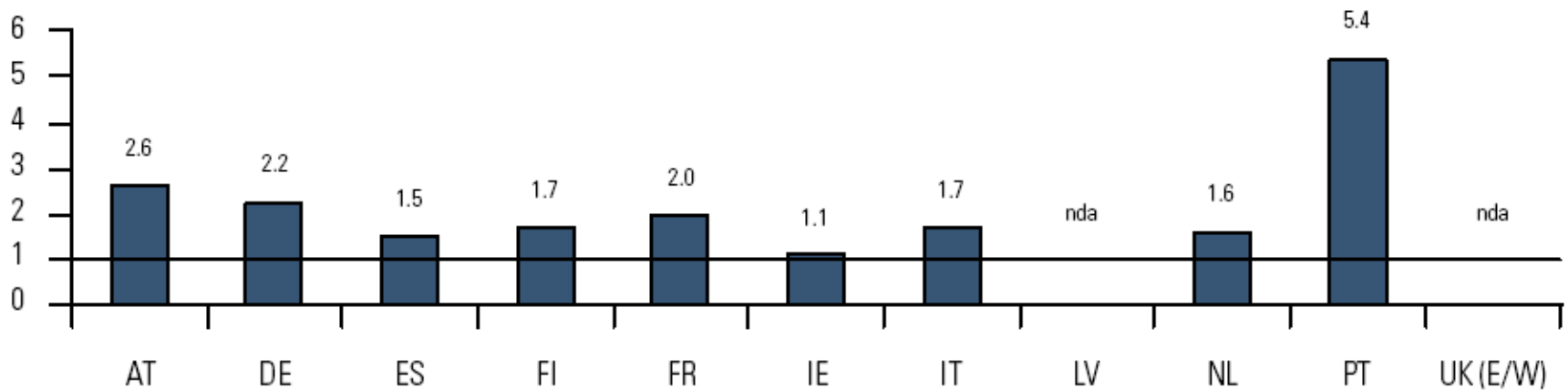
Occupational status of students' fathers II

Ratio of students' fathers to all men of corresponding age groups - blue collar



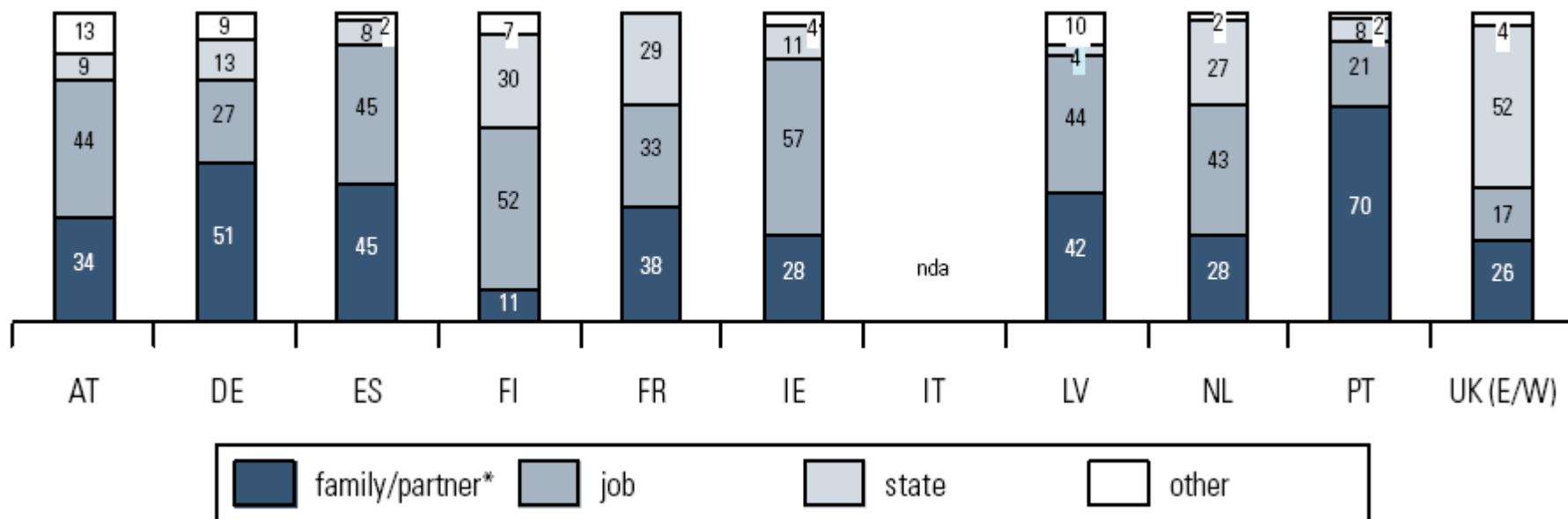
Educational background students' fathers with HE

Ratio of students' fathers to all men of corresponding age groups - higher education

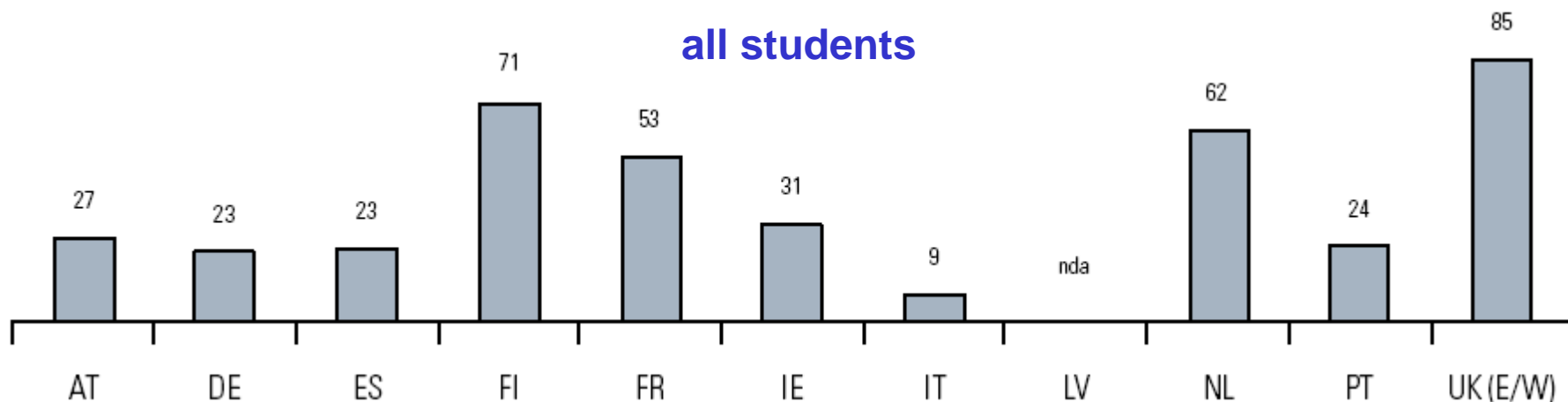


Sources of student income

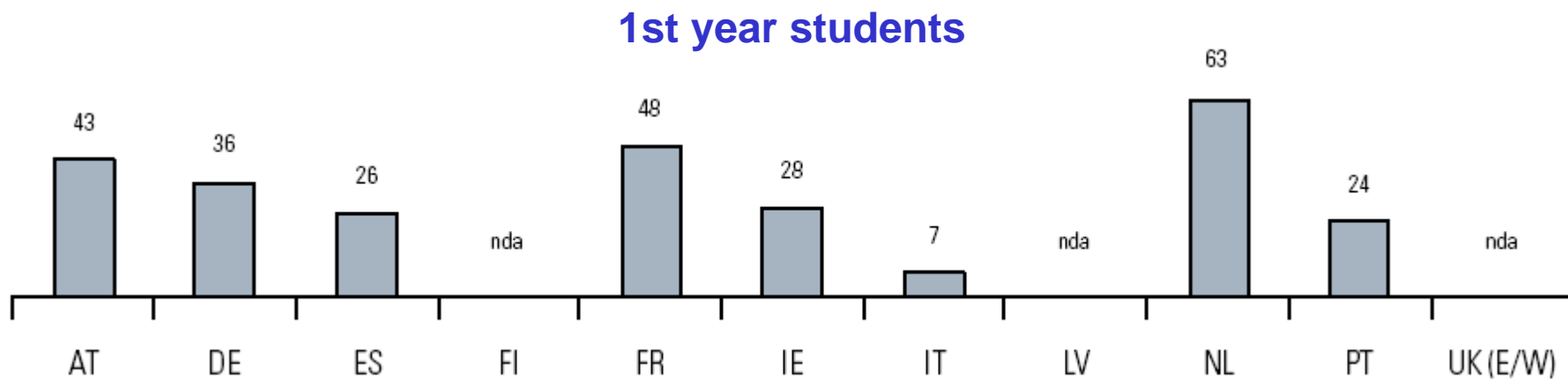
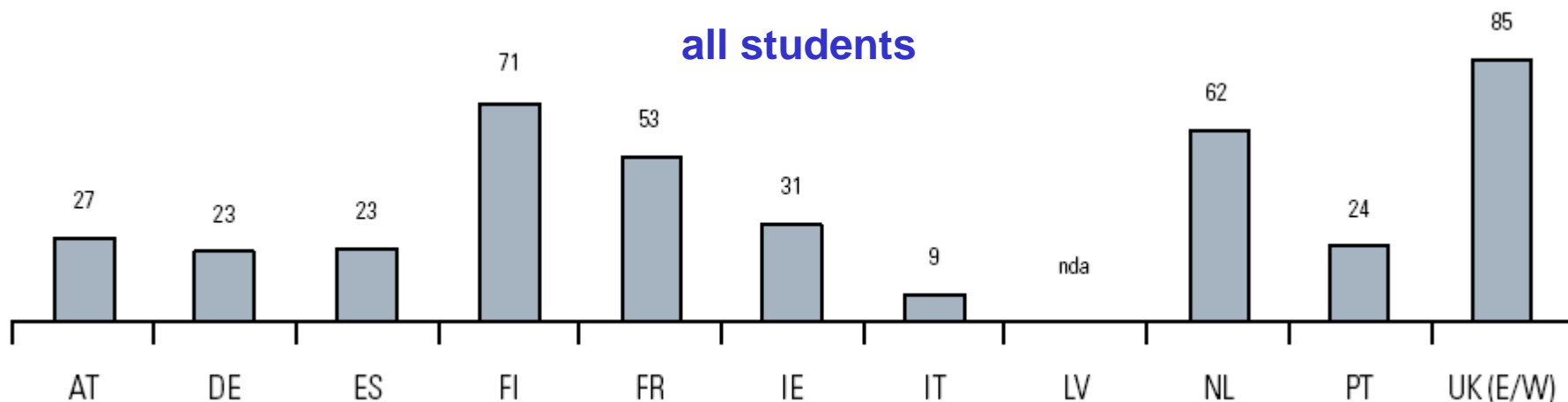
Students maintaining their own household



State assistance rate

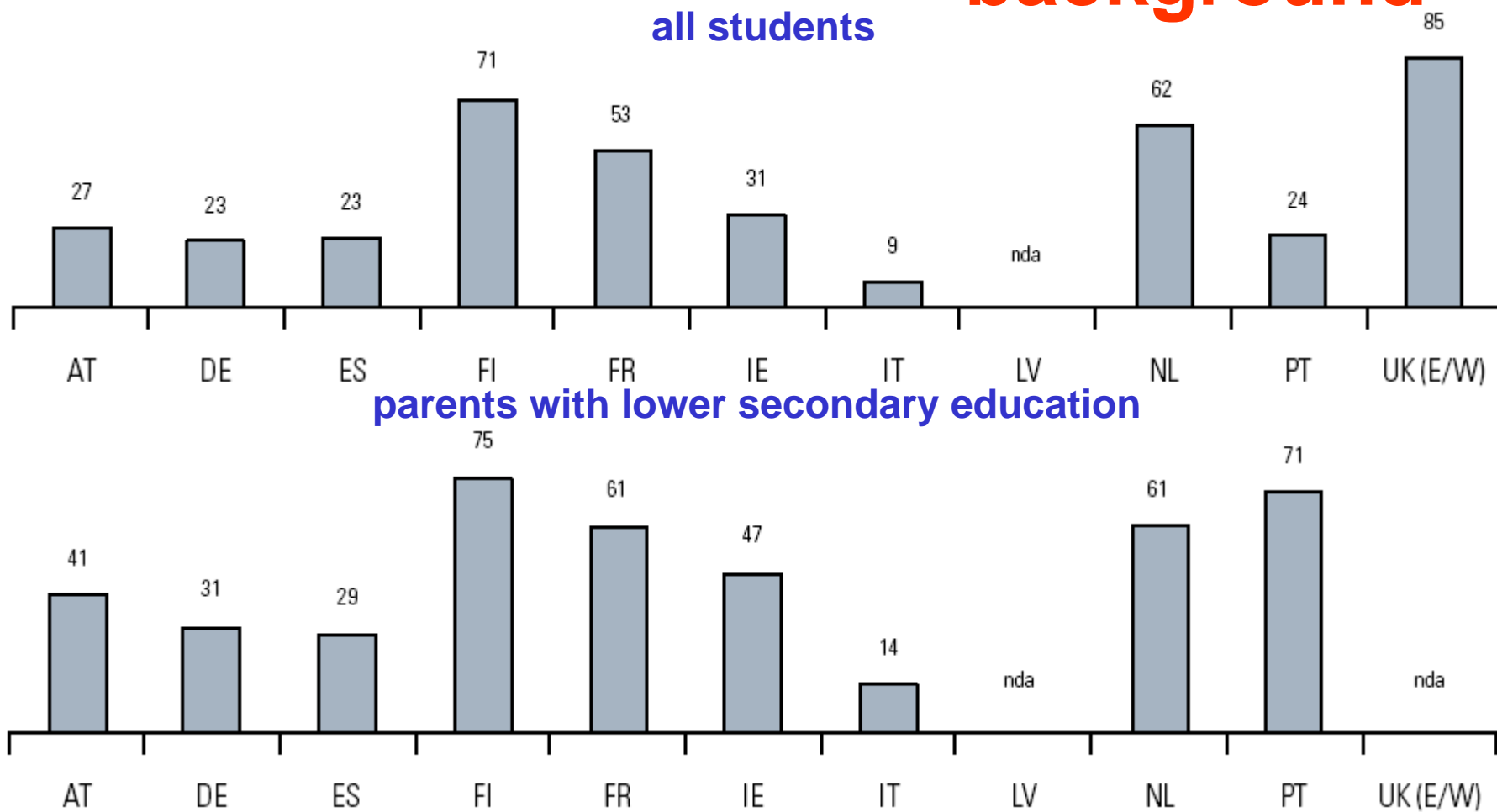


State assistance rate



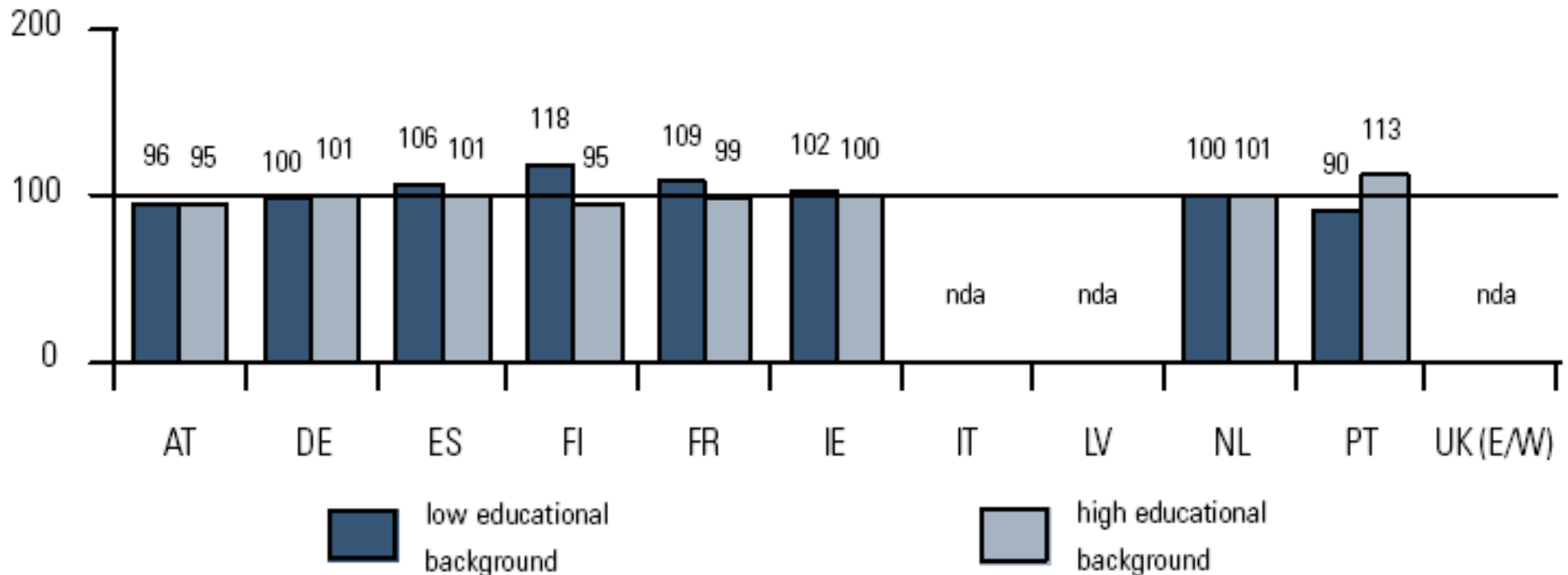
Eurostudent 2005 - Figure 24, 24.1

State assistance by educational background



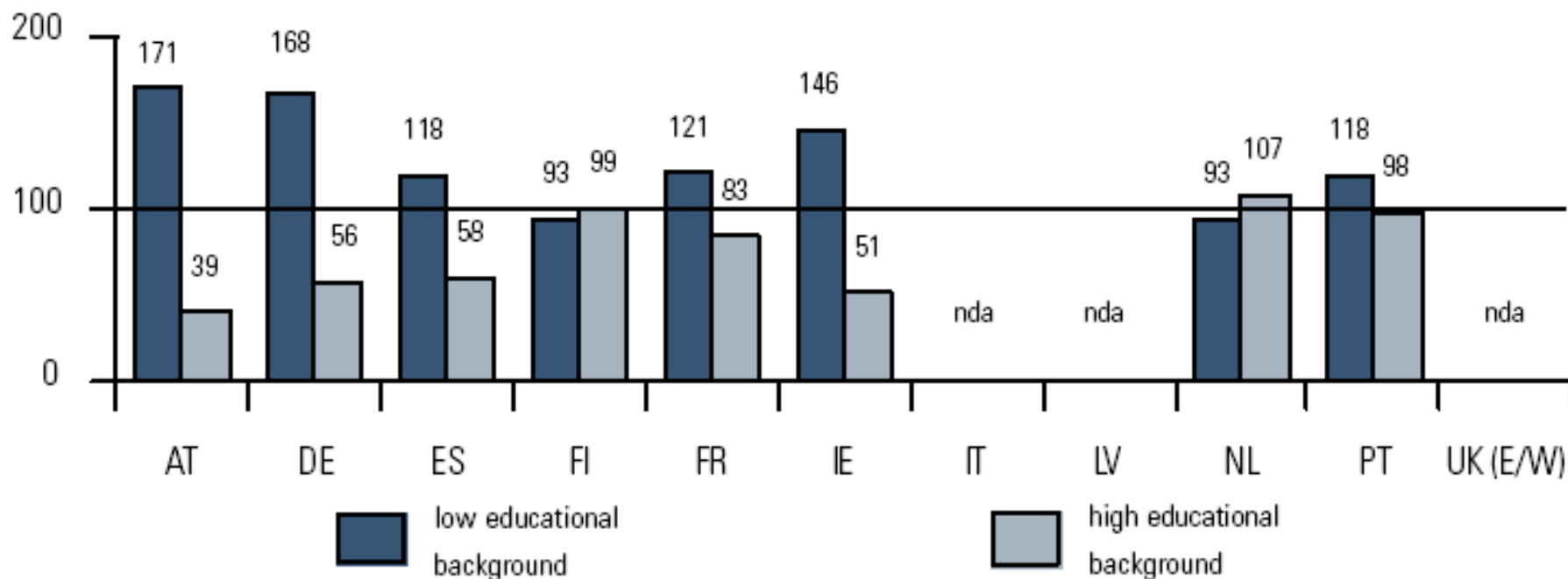
Total income differentials by educational background

Students maintaining their own household
national average = 100



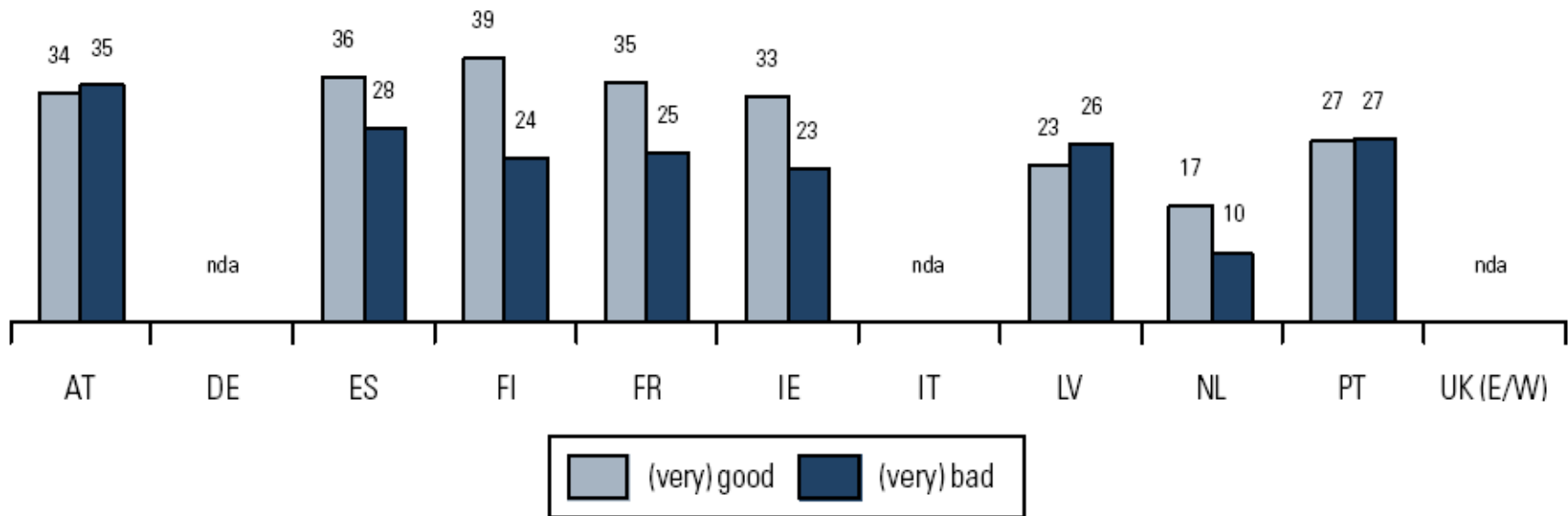
State assistance differentials by educational background

Students maintaining their own household
national average = 100



Financial situation: assesment

(very) good and (very) bad assesment rates



Summary I

- **Female** Students are the majority in all countries but in Germany (nearly 2/3 in LV)
 - **Access rates** vary greatly (NL: 23% IE: 60%)
- Nearly equal access for **working class** students in IE, FI and ES, but low rates in DE, AT, FR and PT
 - Overrepresentation of students from **higher education** backgrounds. Very high in PT, but still more than double in AT, DE and FR

Summary II

- **Job** is most important income source in 6 of 9 states, family contribution very important in PT and DE, state contribution in UK
- **State assistance** rate: Very high in UK, FI and NL, low in IT, ES, DE, PT and AT
- Nearly no **income differentials** by educational background, but in PT (23%)
 - **Financial Self-Assessment:**
(very) bad: AT 38%, IE 34%, PT 30%
(very) good: ES 41%, FI 39%, FR 32%, AT 32%

Conclusions

- A lot of work to do to reach „**equity in education**“
- Some countries: good database, but many countries: **lack of data**
- Important data only available through **surveys**
- **More efforts and commitment needed, not only by student unions**

Thank you for your attention !