



Socrates



Education and Culture



Bundesministerium
für Bildung
und Forschung



EUROSTUDENT Project



Campus Europae

Social Fairness in Student Exchange Programmes

Chateau de Munsbach, Luxembourg, April 2005

Financing of studies: the social background of students in Europe

Klaus Schnitzer

HIS Hochschul-Informationen-System Hannover

Internet: www.his.de

e-Mail: schnitzer@his.de

<http://www.his.de/eurostudent>

Social Background and Study Financing of European Students

- A topic in the context of student mobility
- Student funding structures and strategies
- Student support policies
- Social participation in HE
- Impact on cross-border mobility
- Policy assessment

The mobility context

Main aim of Bologna process:
free movement of knowledge

⇒ more and/or equal student mobility

⇒ conditioning factors of outgoing mobility

- recognition
- study area
- foreign language competencies
- friends/family
- personality
- cultural capital
- resources
- portability of resources

⇒ Conditioning factors of incoming mobility

- capacity of HE system
- living costs differentials
- tuition fee differentials
- academic reputation
- cultural attractivity

⇒ *Cultural and economic capital has the highest impact on student mobility and they are highly correlated*

Student- funding

Resources of home-students

income differences

- between countries
- between groups
- between individuals

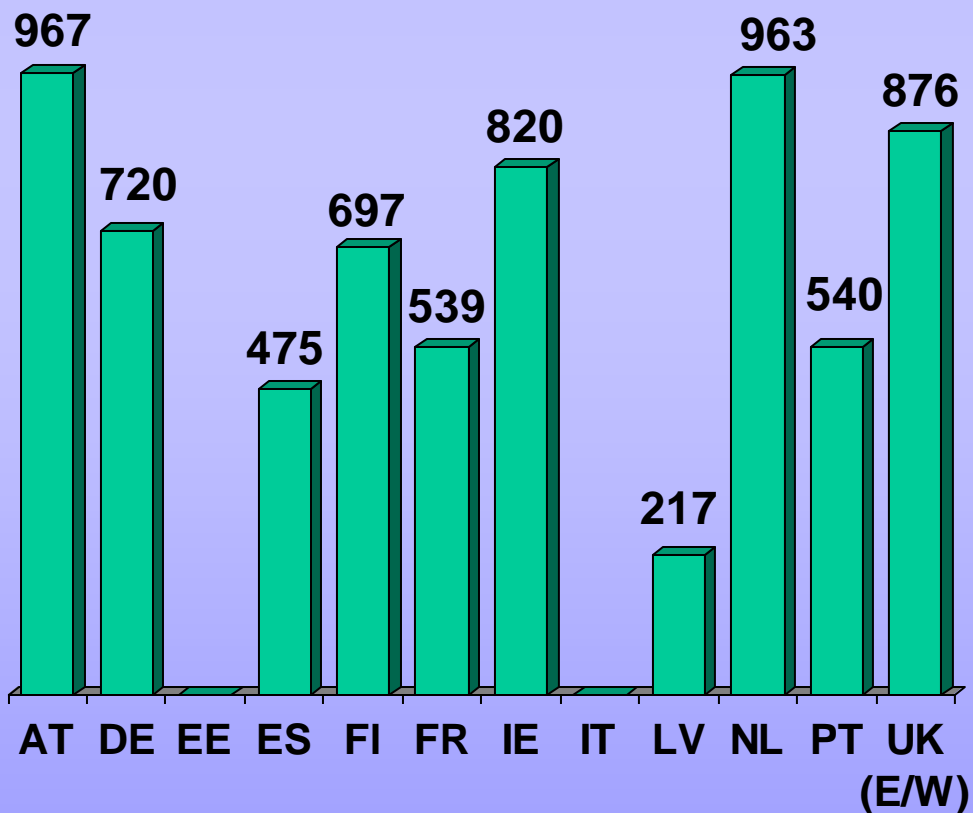
Poverty/wealth indicators among students

- absolute figures (mean)
- weighted (purchase parity power)
- relative (poverty quartile)



Total income of students – Students maintaining their own household

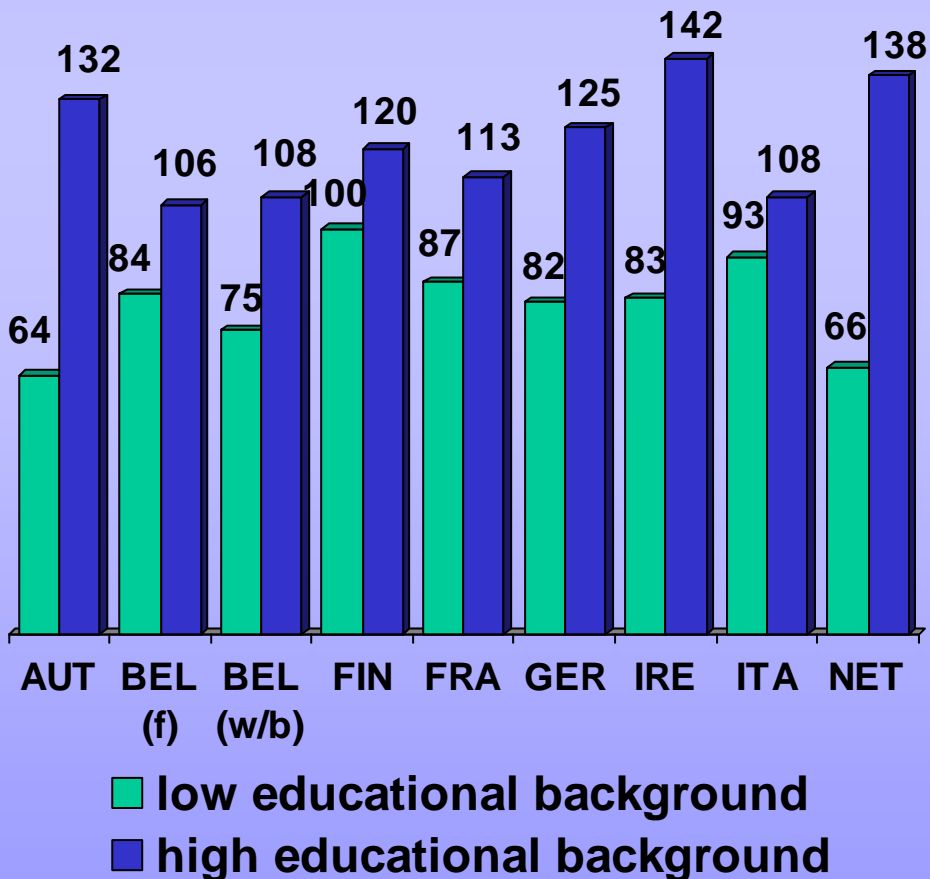
Average student income per
month, in €, median





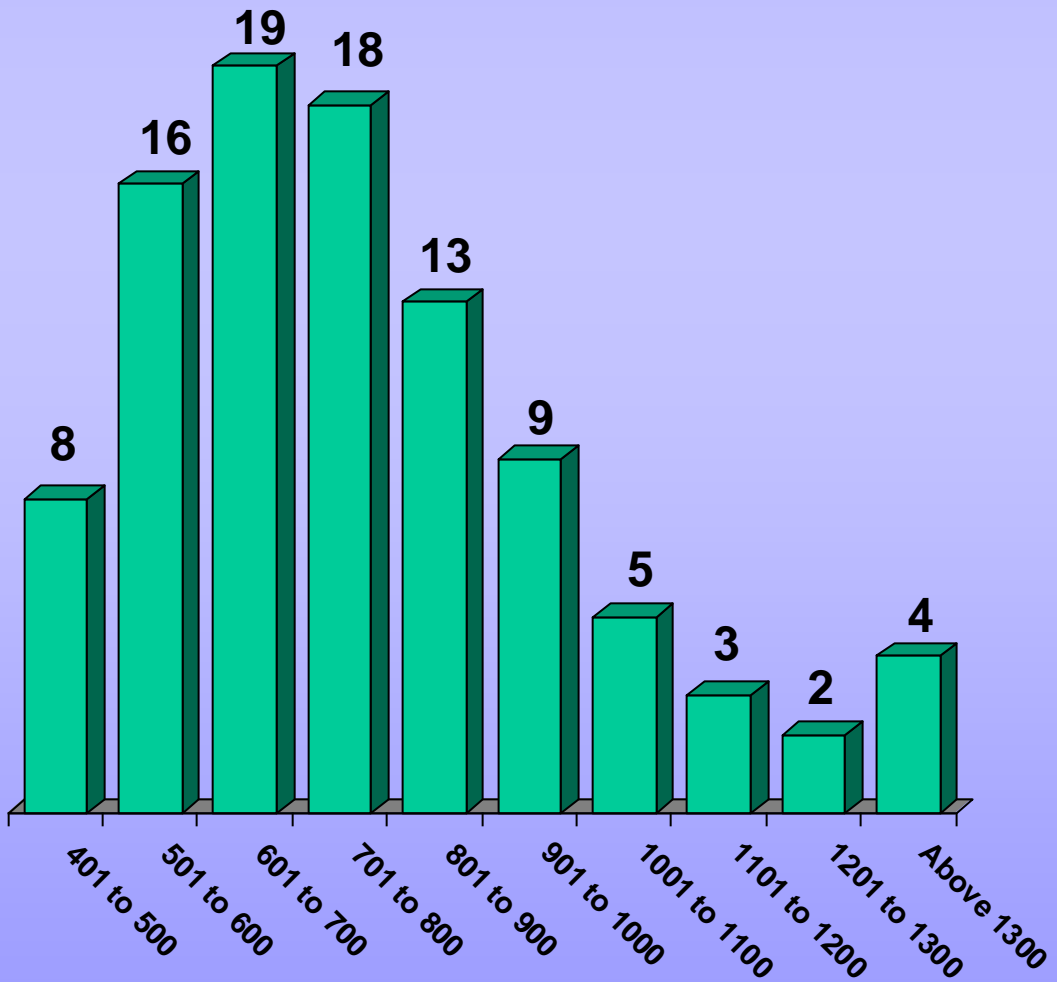
Income profile of students maintaining their own household by educational background

Family contribution (national average: Index = 100)



Income distribution – German students by amount of monthly income 2003

„Normal student“ reference group, in %



Student funding

Resources in home/host country perspective

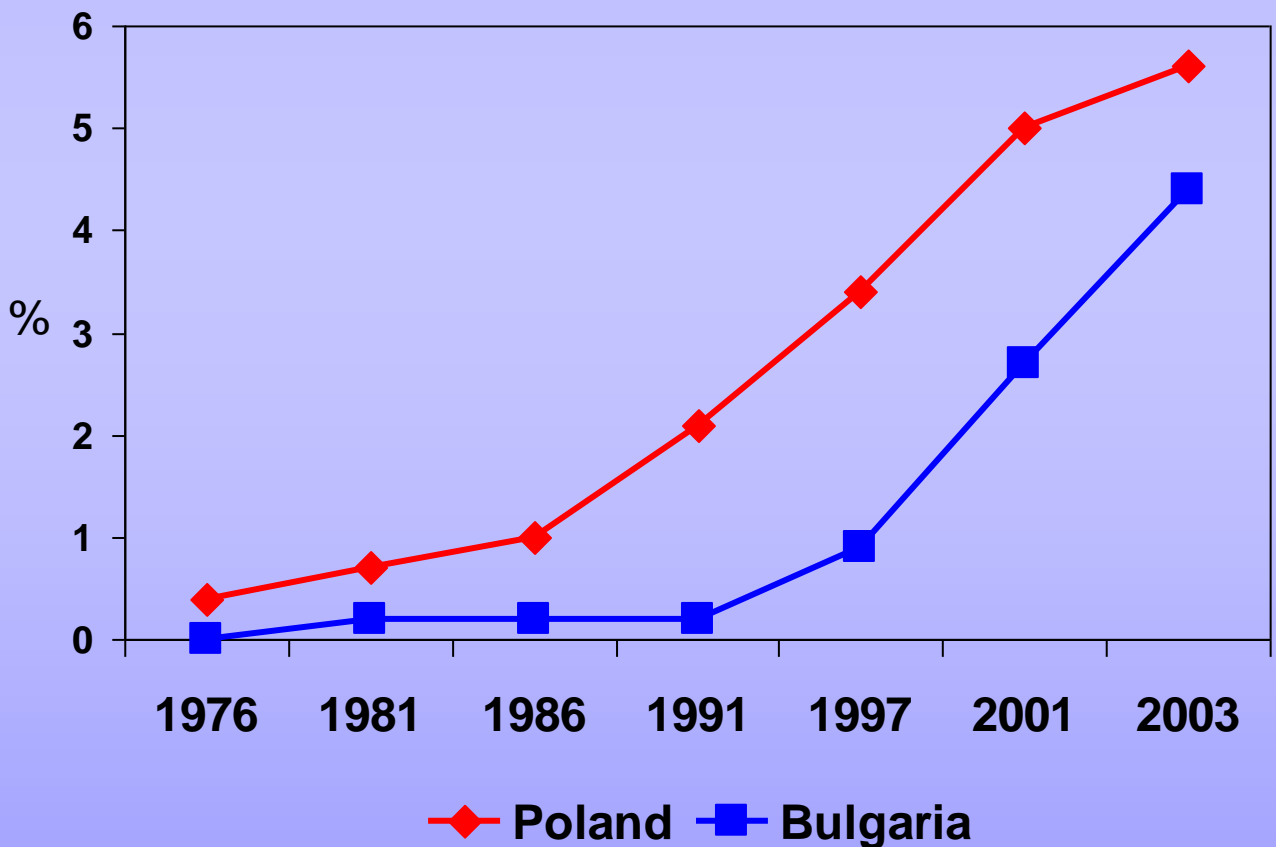
- Financial situation of a mobile student depends on comparative advantage /disadvantage of home to host system
 - *a rich student of can be poor in rich country*
 - *a poor student can be rich in poor host country*
- Relativity of mobile students resources asks for targeted support to level out relative disadvantages
- The traditional uniform topping up support for mobile students is the least appropriate form of mobility promotion

The mobility paradox

- Extreme poverty of students turns out to be an extreme push factor for mobility
- Growing differences of students financial burden caused by
 - fees
 - market-price loans
 - reduction of state support
 - reduction of job opportunities
- provoke un-intended student mobility-flows in form of
 - labour-emigration
 - fee-migration



Students from Poland and Bulgaria as a proportion of all foreign students in Germany



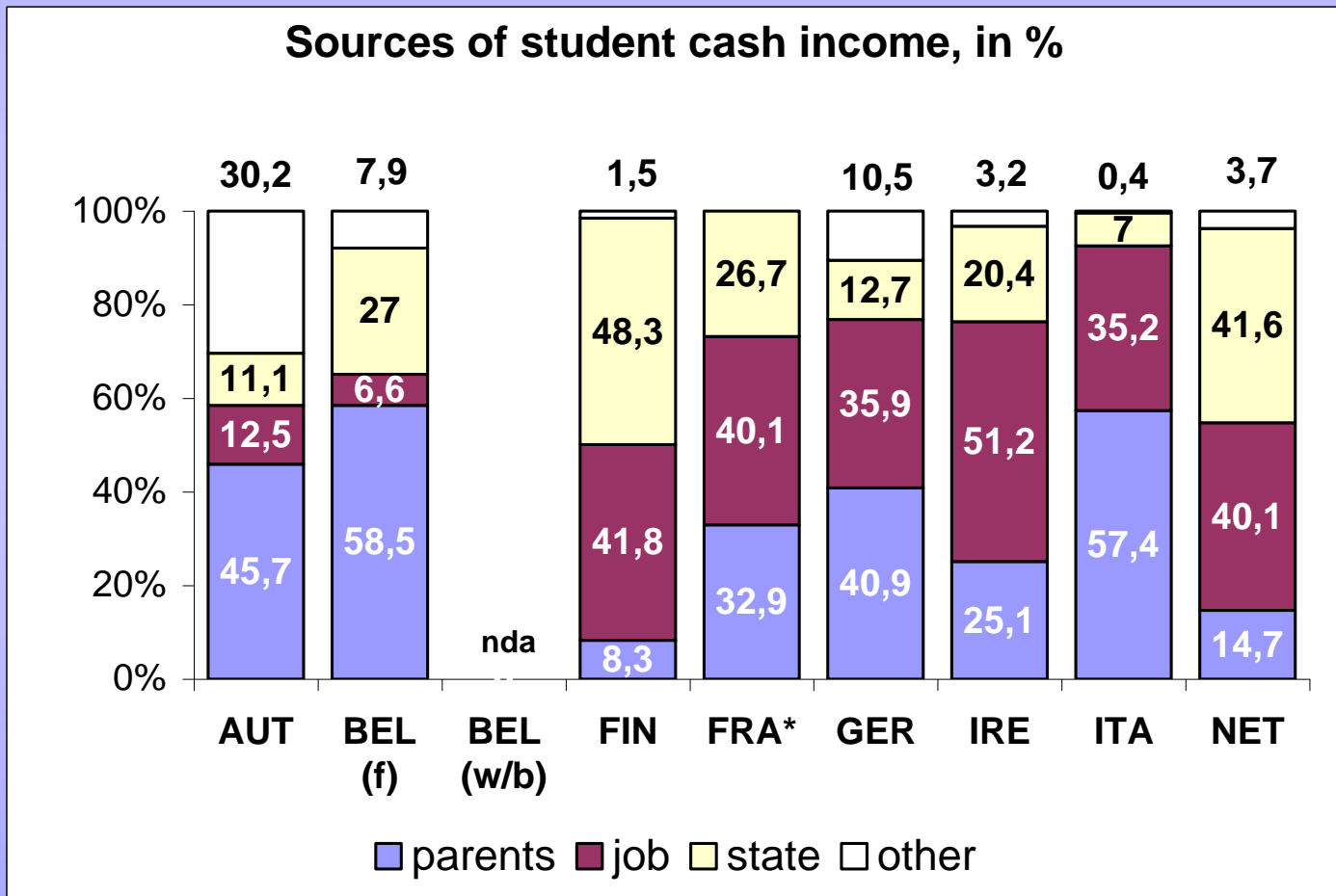
Student funding

Portability of funding sources

- Financial components of student income in selected European countries
- The main sources of students income
 - portable sources
 - = parents contribution (cash)
 - = state contribution ?
 - = bank loans ?
 - less portable sources
 - = gainful jobs
 - = intangibles
 - non-portable sources
 - = living with parents (subsistence economy)

Student funding

Fig. 22:
Sources of student income - Students maintaining their own household



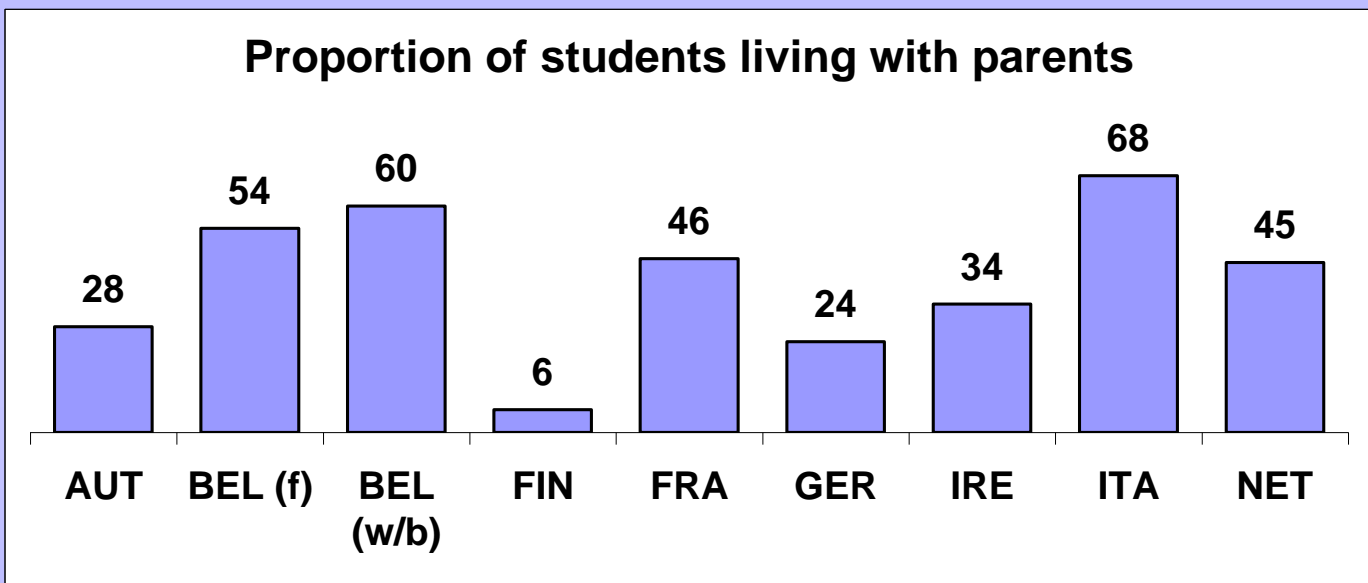
Student funding

Portability of funding sources

- Financial components of student income in selected European countries
- The main sources of students income
 - portable sources
 - = parents contribution (cash)
 - = state contribution ?
 - = bank loans ?
 - less portable sources
 - = gainful jobs
 - = intangibles
 - non-portable sources
 - = **living with parents (subsistence economy)**

Student funding

Fig. 16: Student type od residence



Student funding

Only family cash contribution is a stable take-away source for mobility-funding.

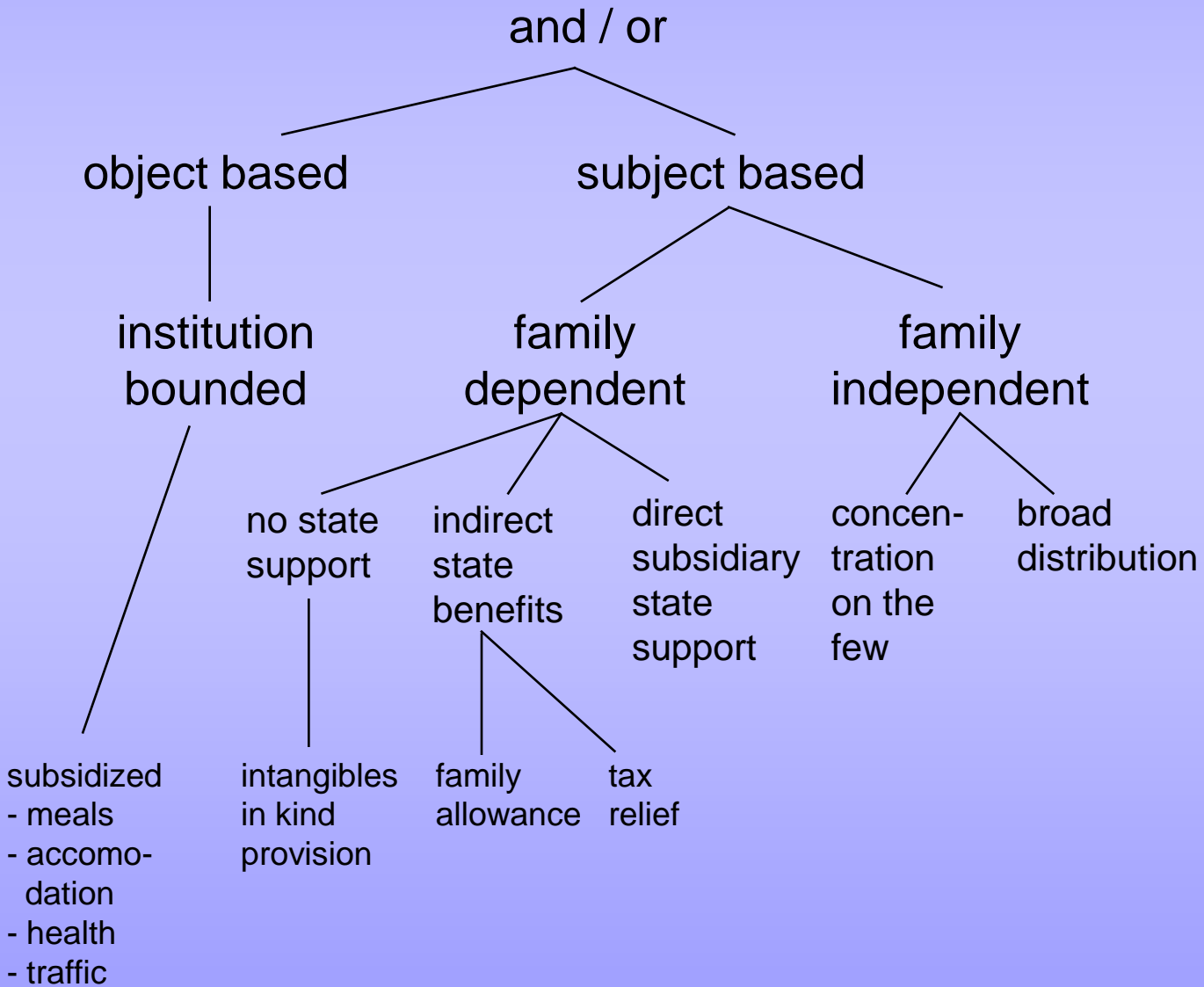
All the other sources must be substituted by public support or made portable

Student support

- Components and principles of student support schemes
- European scenarios of student support
- Their relevance for mobility

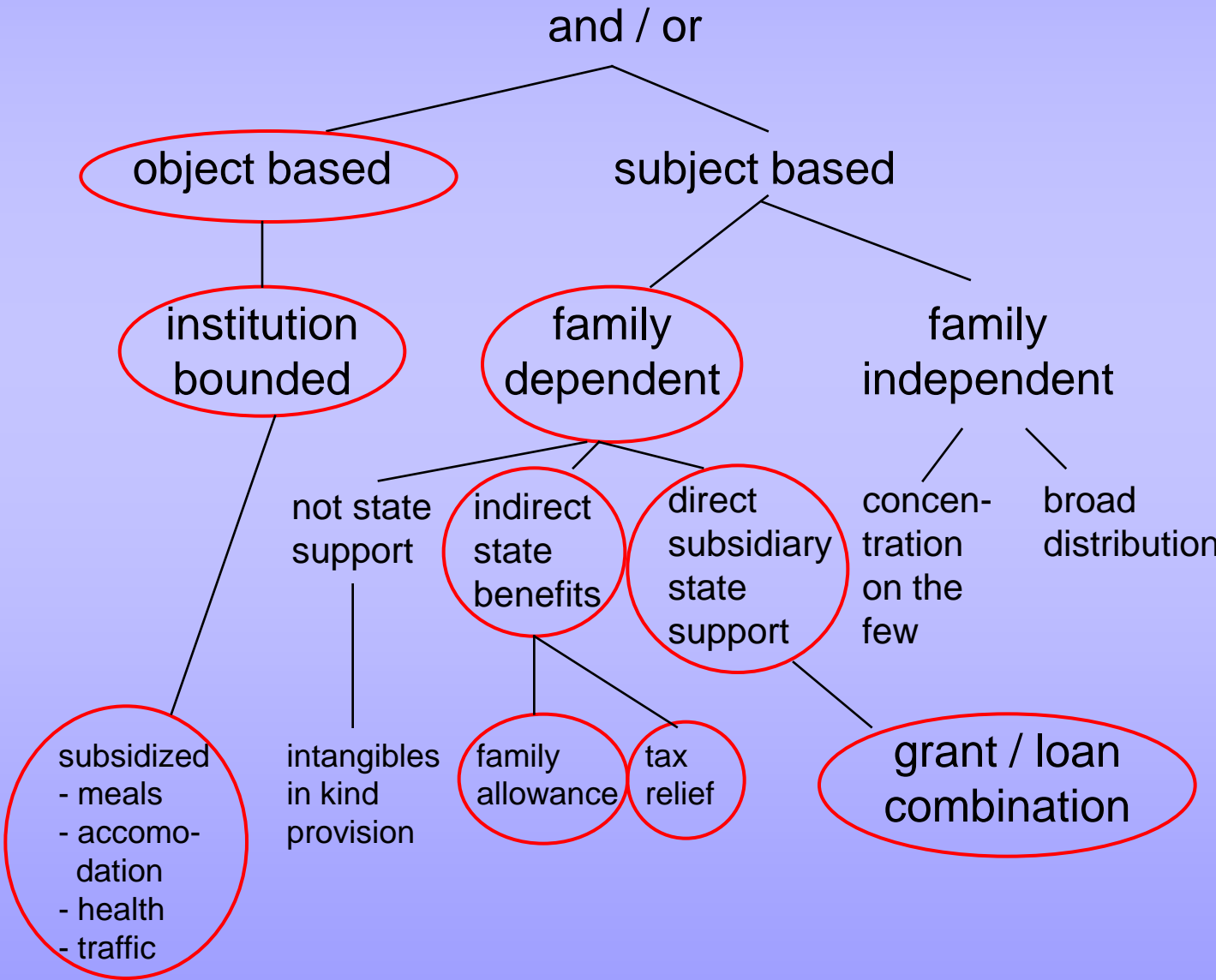
Student support

Crossroads in Europe of Student Support Systems



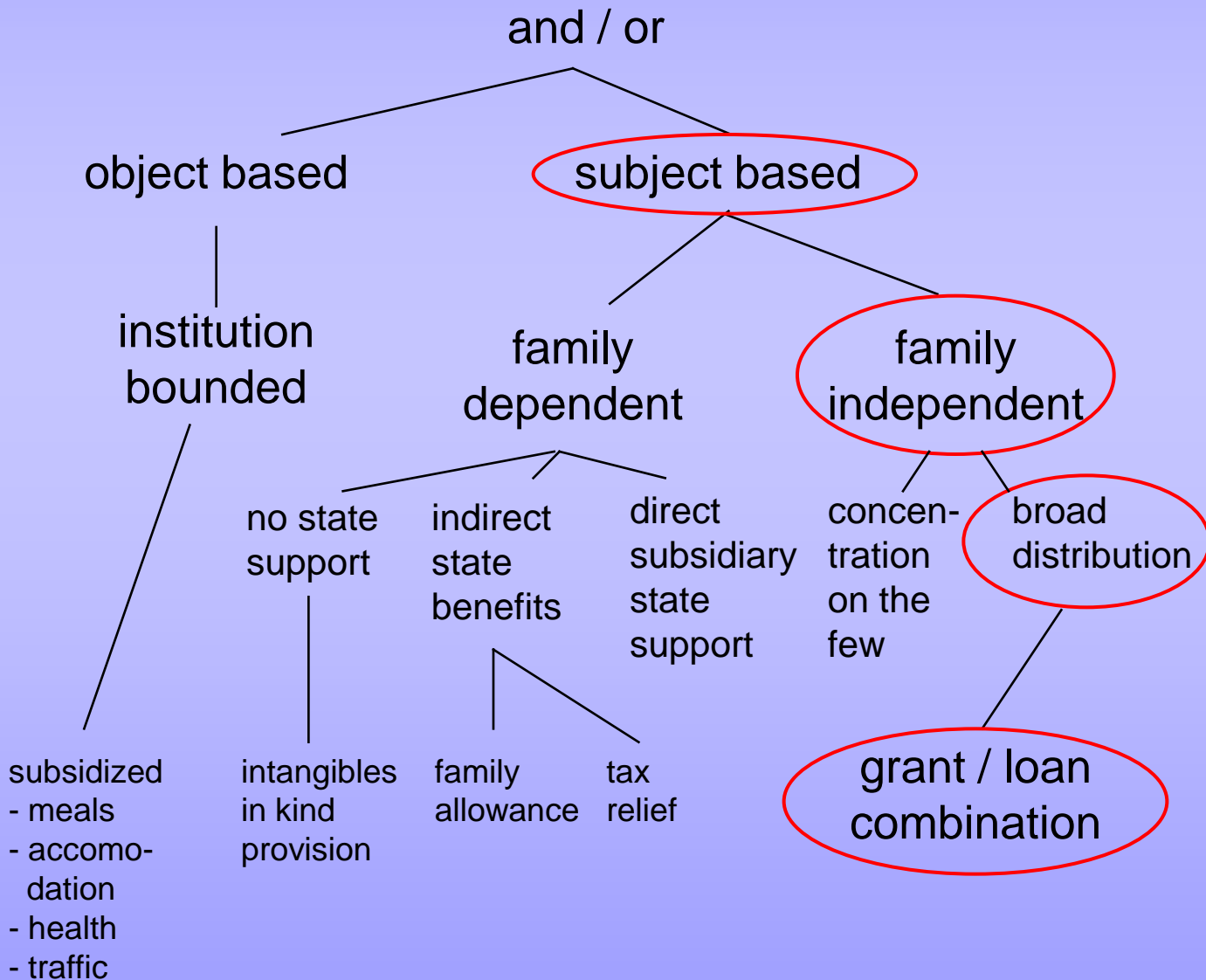
Student support

Central Europe Scenario



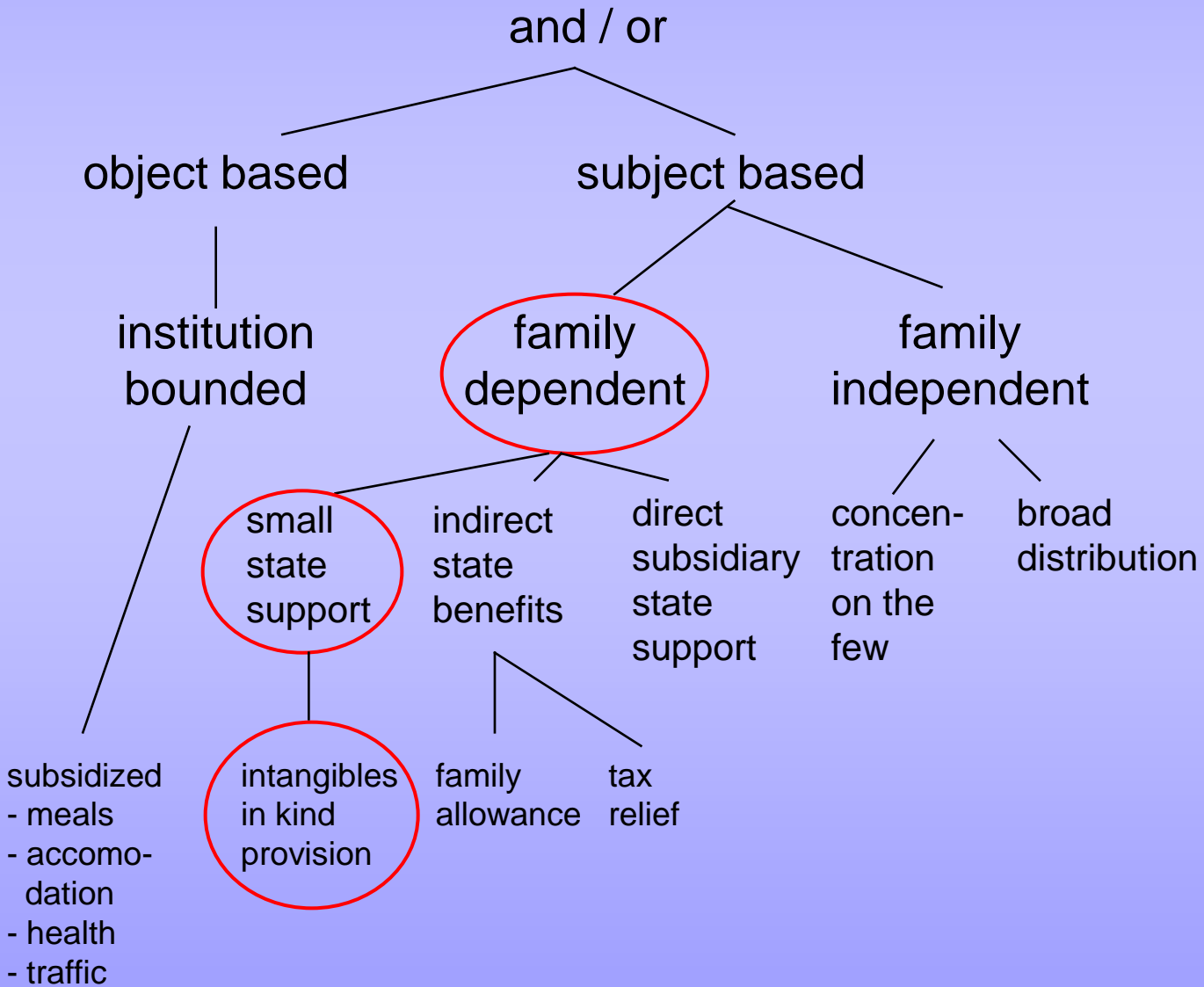
Student support

Nordic Scenario



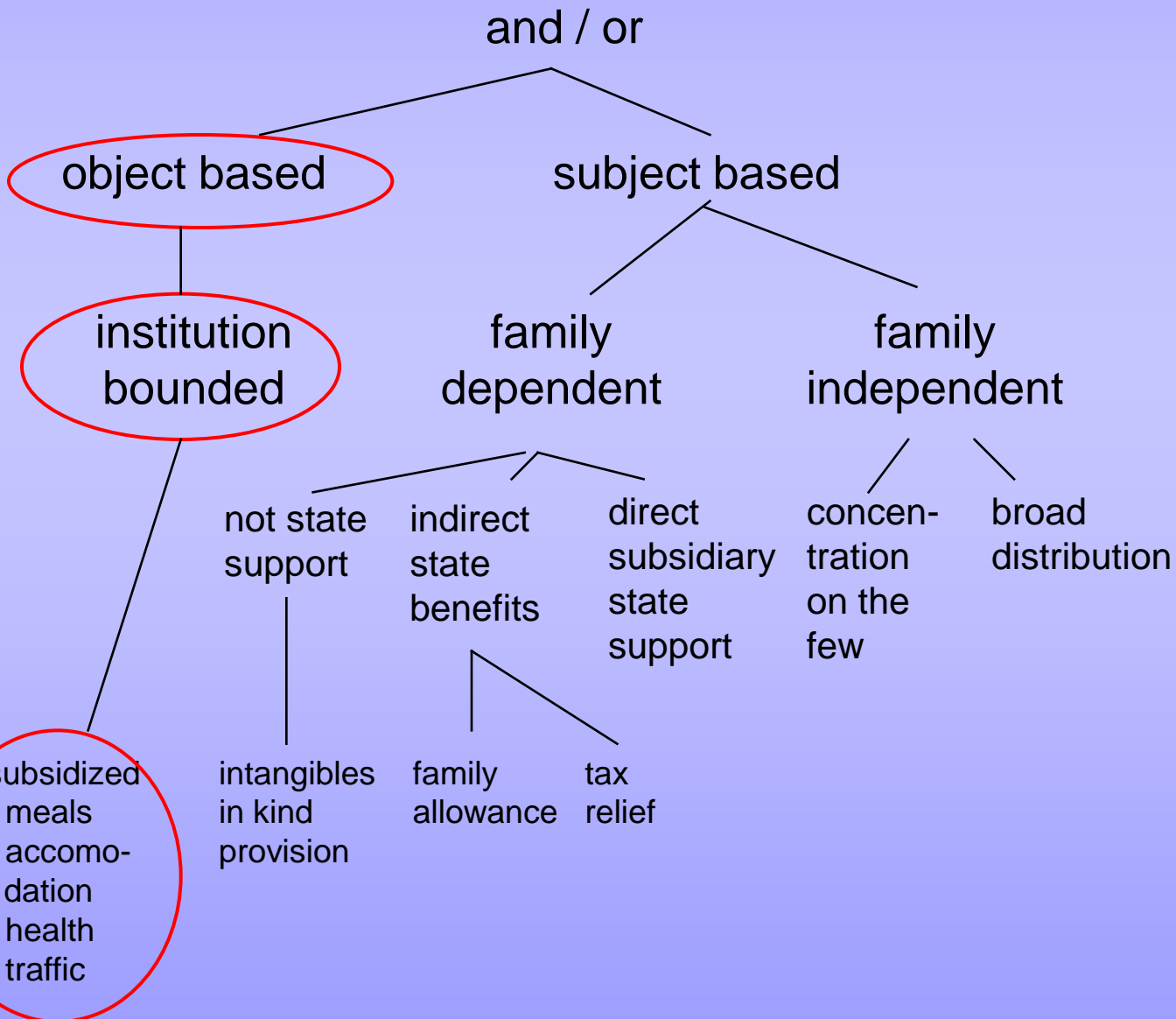
Student support

Southern Scenario



Student support

Eastern Scenario



Student support

Relevance for student mobility

- object based support is not portable
- subject based support only in principle portable
- in many countries state support insufficient
 - most state supports restricted for home studies
 - bank loans restricted for home country
- countries with broad, sufficient and portable support schemes try to close their system for incoming students
- home vs host country principle against principle of European citizenship

Student support

The growing disparity between national support in Europe in quality and system-structure is an obstacle for mobility

Social participation

Social participation in HE

- the probability of equity

Social make-up of student body

- rate of privileged and under-privileged

Social background and mobility

- programme-students
- free movers

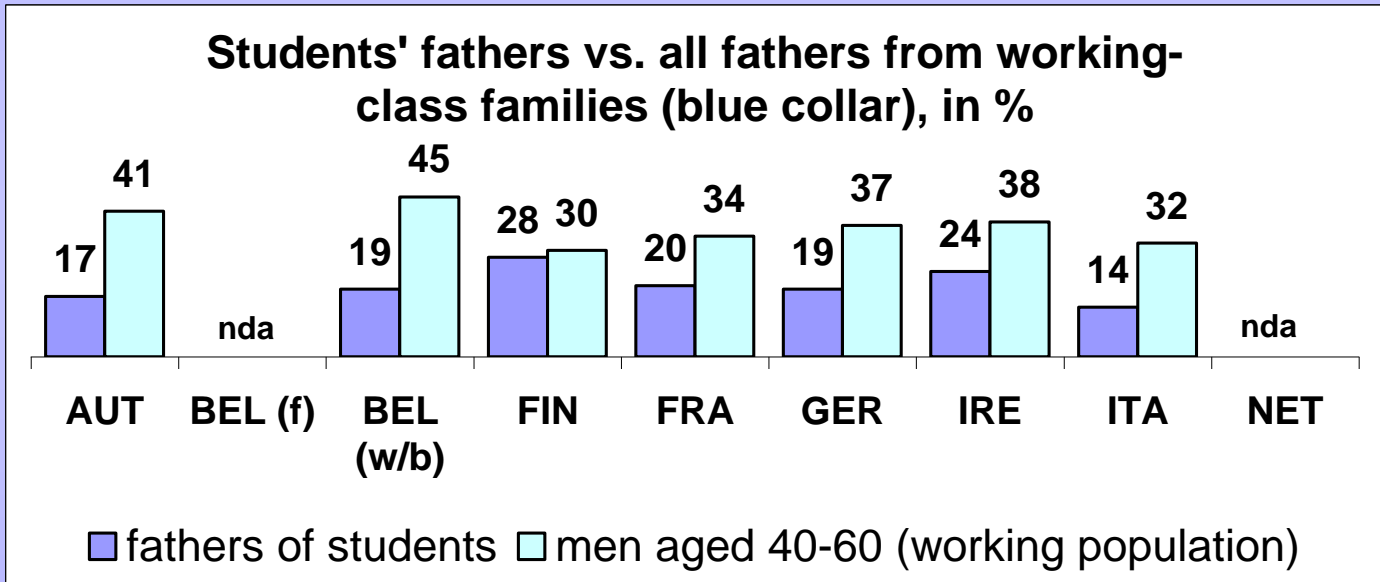
Assessment:

The lack of cultural capital in under-privileged groups is a barrier to take part in mobility even if equal opportunities are provided.

Social participation

Probability of equity

Fig. 13:
Students' social background - Occupational status of students' father

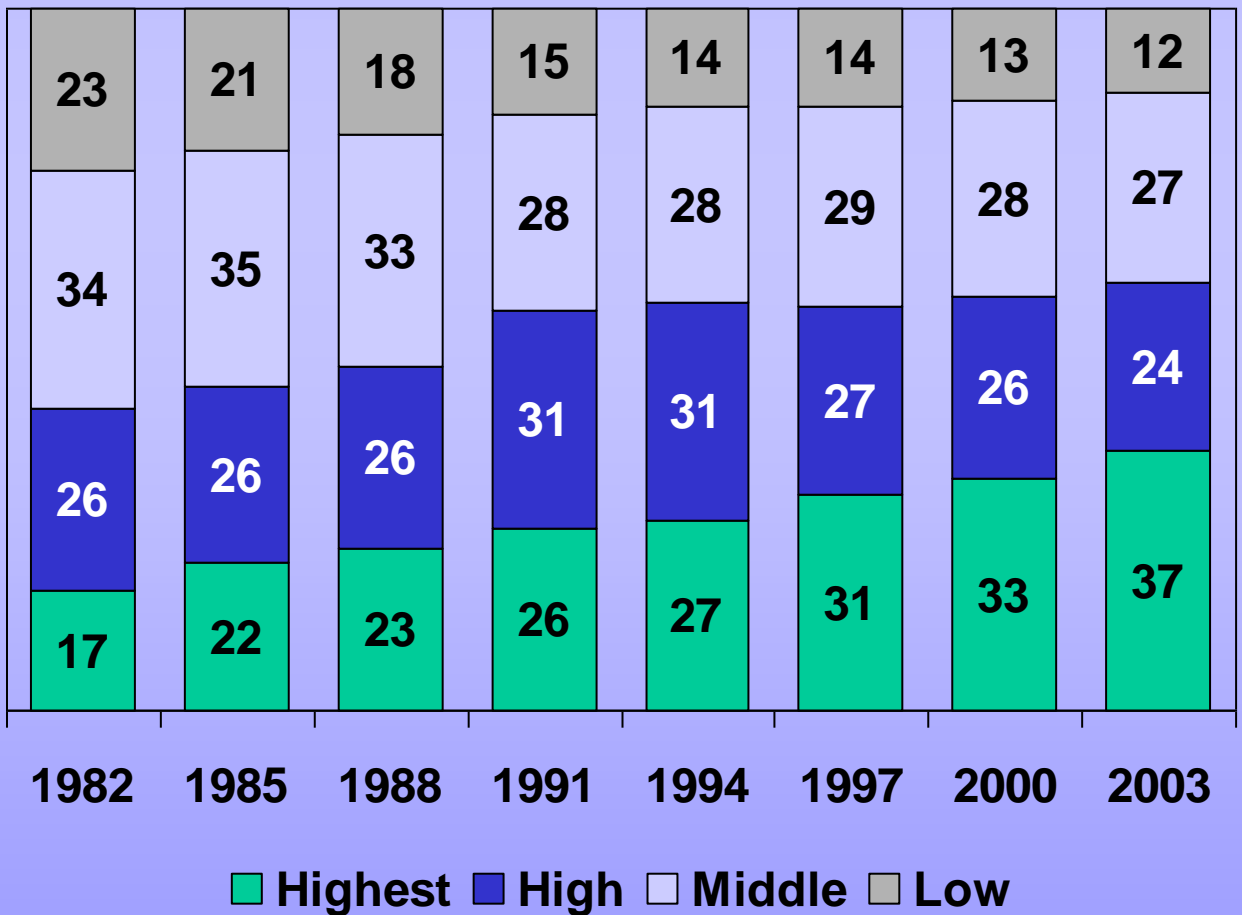




Social participation

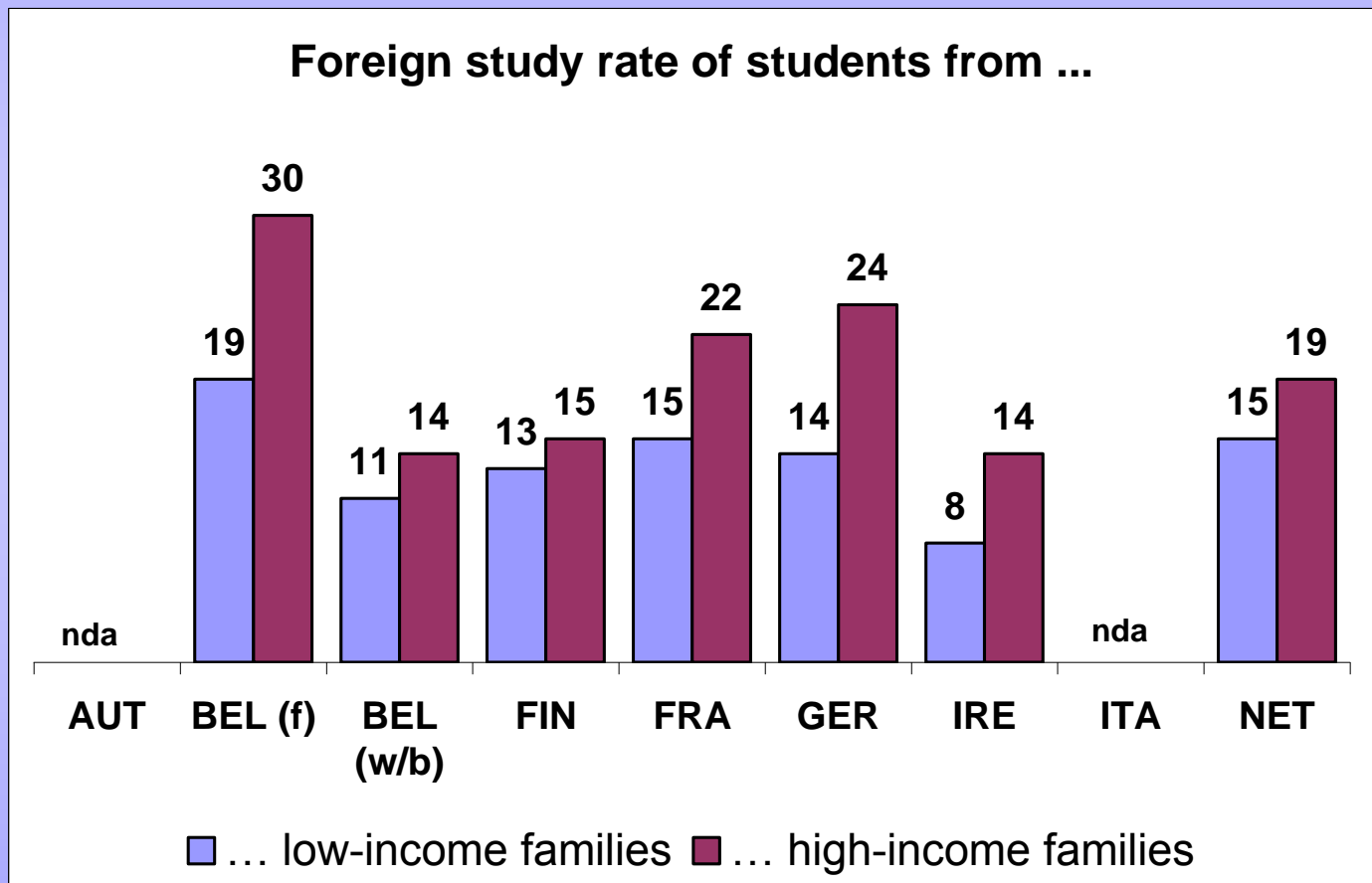
Privileged and under-privileged

Development of the social composition of the students, by groups of origin, in %



Social participation

Fig. 54:
Study-related stay abroad by parental income (in %)



Summing-up

Impact on mobility

Growing disparities in the overall financial situation are a serious bar for social participation in HE, but even more for participation in mobility.

In a **mid-term** perspective in order to overcome relative and absolute differences a more up-front support for students from less well-off backgrounds is necessary. Targeted support for mobility must take into account the different purchase power of student income between home and host country.

European mobility funds to level out differences have to be handled by home-countries on need basis.

Summing-up II

In a **long-term** perspective: Instead of mobility funds national student support systems should be harmonized and made convertible.

This huge European task has to be solved within the reform of European social systems. It cannot be tackled with funds from educational budgets alone, but need support from European Social Funds.

Article III- 107 and 113 Draft European Constitution.



*For the sake of equal opportunity, you
all get the same task as test:*

Climb up the tree!