



EUROSTUDENT IV Final Conference

Closing the gap – New data on the social dimension of higher education in Europe

Student funding systems in Europe – empirical findings

Copenhagen, 16th June 2011
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HIS:

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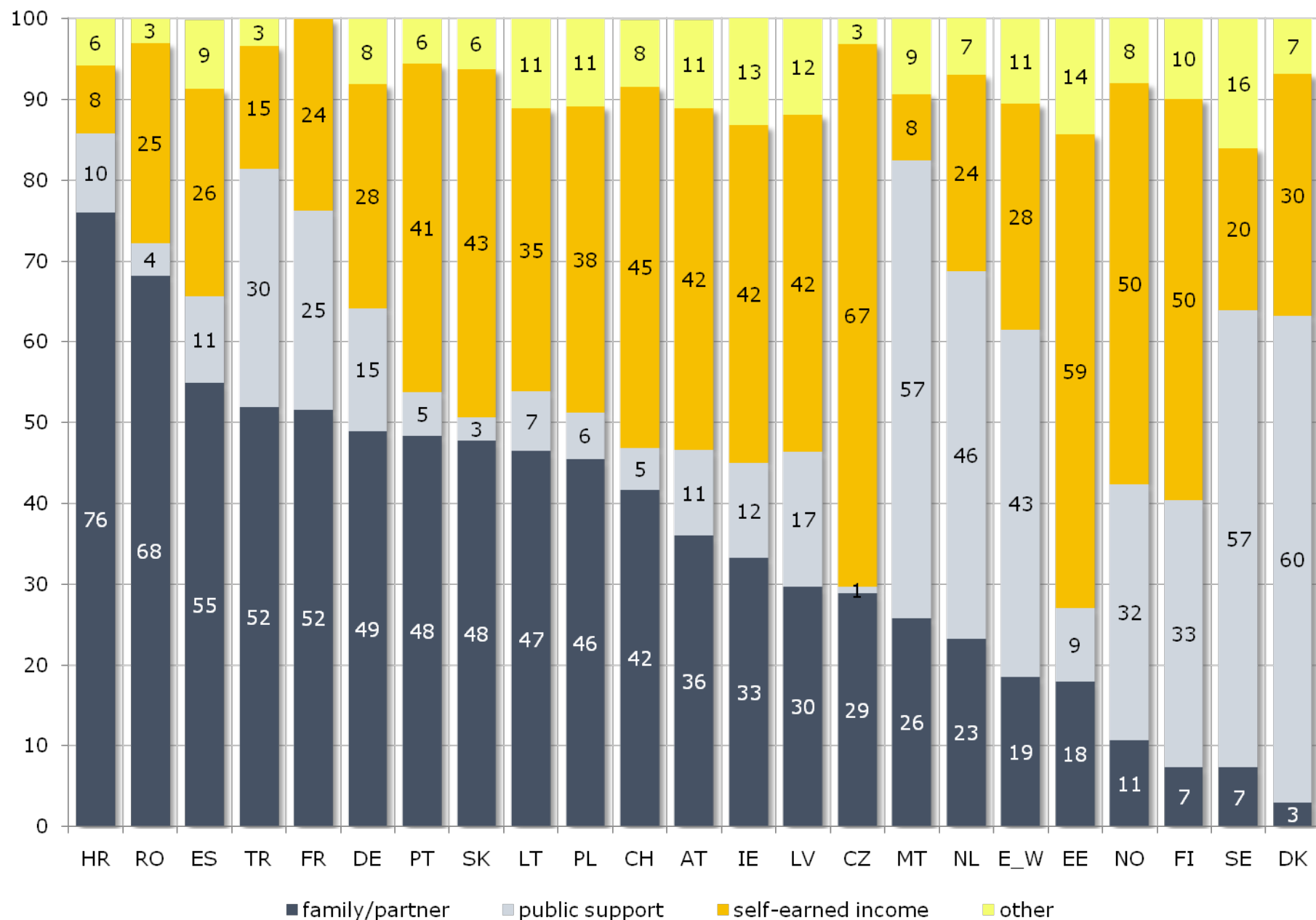
Composition of students' income

1) Composition of students' income

Components of total monthly income:

- Provision from family/partner: Cash support from parents, other relatives or partner. In addition non-cash support for students who are not living with parents.
- Public support: Repayable support (loans) and non-repayable support (grants/scholarships) from the state.
- Self-earned income: Income from a student's gainful employment.
- Other: Financial means from other private or public sources (e.g. capital income, housing benefits).

Composition of total monthly income in % - students not living with parents



Results (1)

Income from family/partner:

- Across the countries: most important source of income
- In 10 countries main source of income (i.e. biggest share in total income)
- Strong dependence on this source (i.e. share in total income > 50%) for students in: Croatia, Romania, Spain, Turkey, France.

Results (2)

Income from gainful employment:

- Across the countries: 2nd most important source of income
- In 8 countries main source of income (i.e. biggest share in total income)
- Strong dependence on this source (i.e. share in total income > 50%) for students in: the Czech Republic, Estonia.

Results (3)

Income from public sector:

- Across the countries: Only 3rd source of income
- In 5 countries main source of income (i.e. biggest share in total income)
- Strong dependence on this source (i.e. share in total income > 50%) for students in: Malta, Sweden, Denmark.

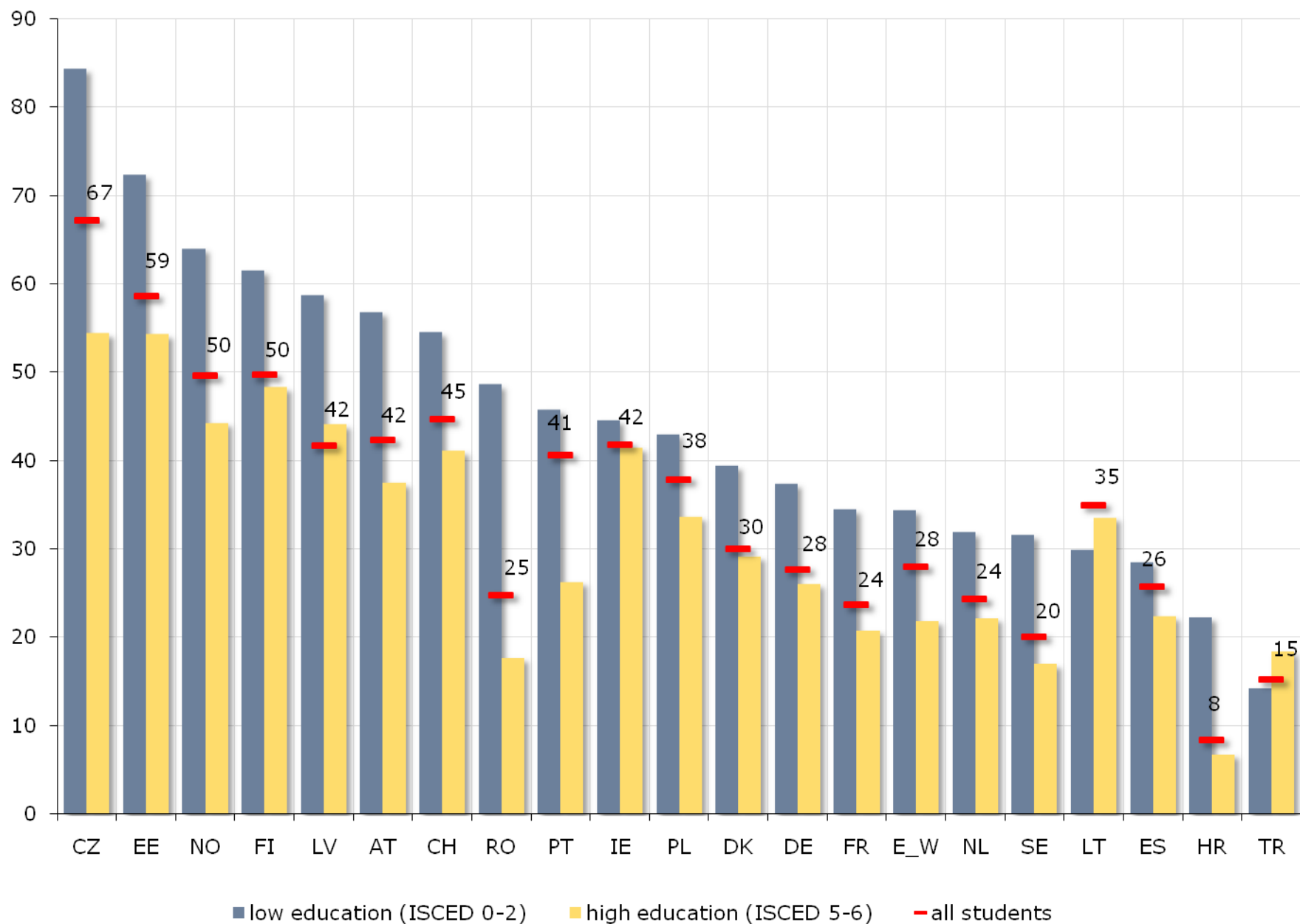
Importance of self-earned income by social background

2) Importance of self-earned income by social background

Methodical hints:

- Self-earned income: Income which a student receives exclusively from gainful employment alongside his/her studies either from occasional or regular paid work.
- Social background: A student's social background is approximated by his/her parents' education. The highest educational attainment of either the father or the mother of the student is taken into account.
 - Parents' with low education (ISCED 0-2) \approx low social background
 - Parents with high education (ISCED 5-6) \approx high social background

Self-earned income as share of total monthly income in % – students not living with parents

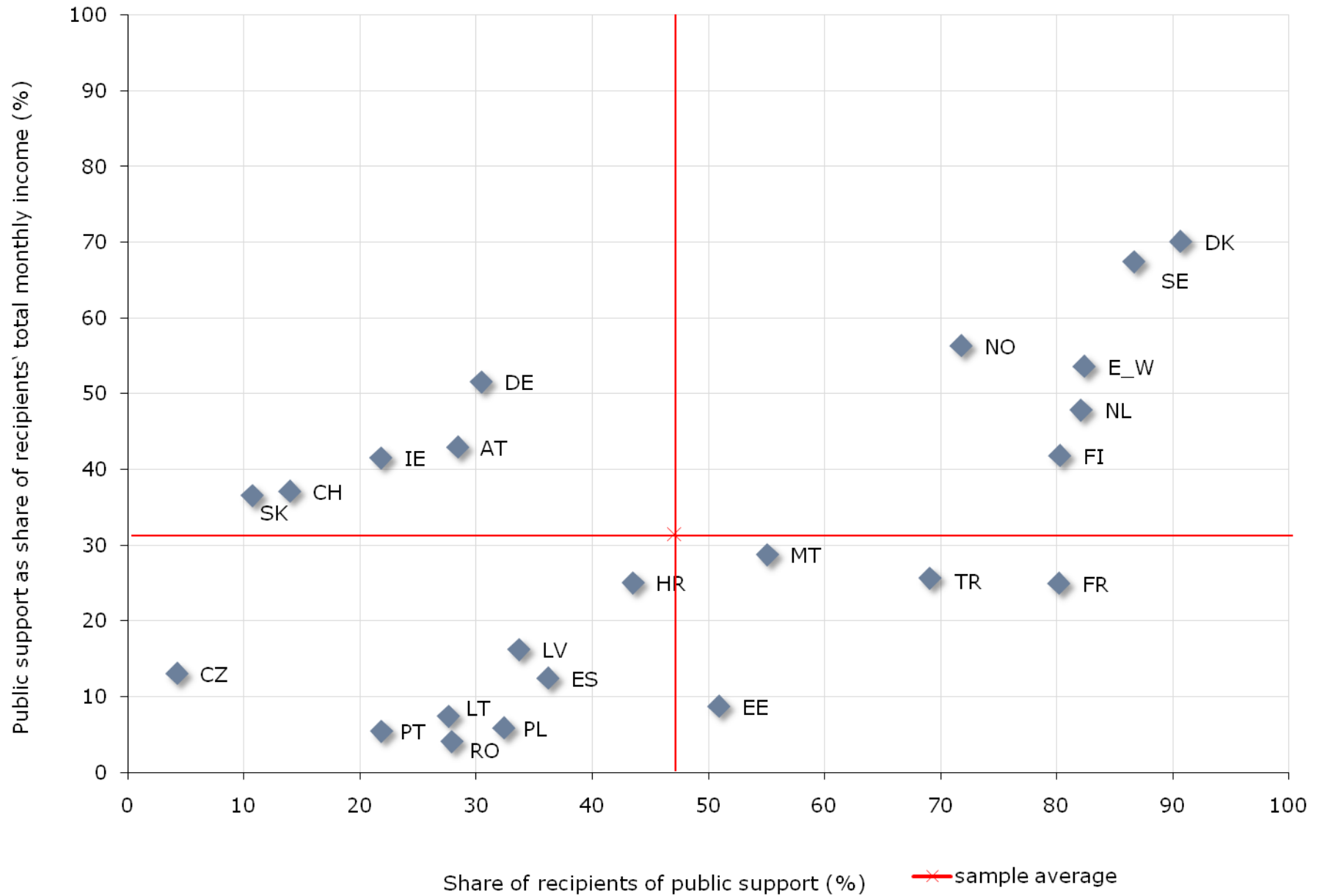


Results

- Across the countries: Share of self-earned income in total income for students from low social backgrounds is markedly higher than for their peers from high social backgrounds (45% vs. 32%).
- This pattern is true for almost all countries.
- Big differences in the shares for the two groups are found in Romania, the Czech Republic, Portugal, Norway, and Croatia (ranging from 31% to 15%).
- Only in Lithuania and Turkey is the share of self-earned income for students from high social backgrounds slightly higher than for students from low social backgrounds.

Significance of public support

Share of recipients and public support as share of recipients' total monthly income in % - students not living with parents



Questions for debate

4) Questions for debate

- Is a strong reliance on parental support for students who are not living with parents still a contemporary concept of student support?
- Is the higher dependence of students from a low social backgrounds upon gainful employment deemed appropriate?
- In those countries where public support has a rather low significance (in terms of the share of recipients and the percentage of the recipients' total income), are the public support systems targeted so well that they reach exactly the students in need?