

Student funding by different welfare state principles

An empirical system comparison

Dr. Christoph Gwosć
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DZHW

Deutsches Zentrum für
Hochschul- und Wissenschaftsforschung ■

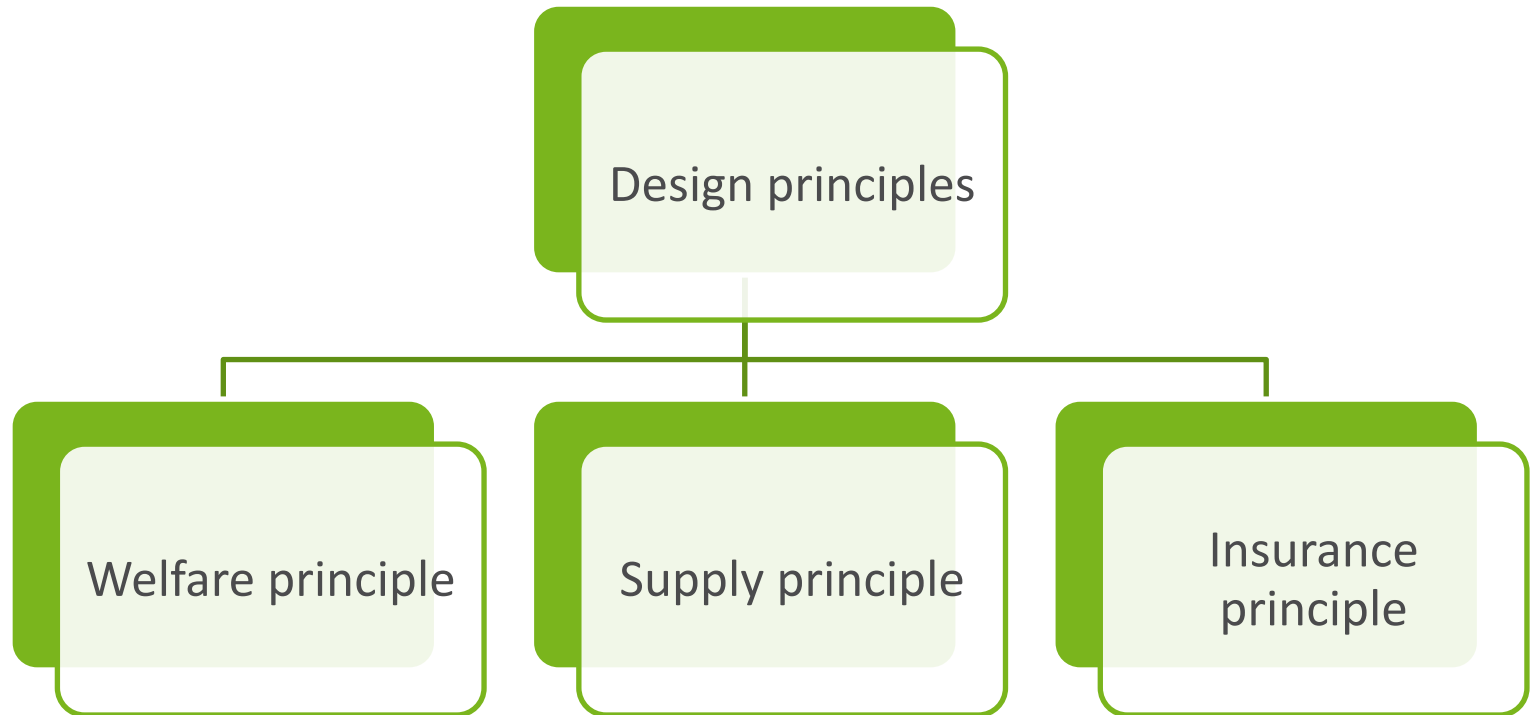
Research Design

- Basic research question: How do countries perform if their public student support systems follow different welfare state principles?
- Theoretical frame: The theory of social policy
- Data source: EUROSTUDENT VII data set (aggregate data)
- Country groups compared: 1) AT, CH, DE, LT, PL 2) FI, LU, MT, NO, SE
- Indicators:
 - Share of recipients of public support
 - Public support as share of recipients' total income
 - Composition of public student support
 - Extent of students' financial difficulties
 - Proportional social representation at HEIs

Theoretical frame:

The theory of social policy

Fundamental principles for designing a social security system



(Althammer et al., 2021; Kath, 1992)

Welfare principle vs. Supply principle

Basic features

Welfare principle

- Special individual neediness
- Subsidiarity
- Covering individual demand

Supply principle

- General neediness
- Missing subsidiarity
- Uniform benefits

(Thiele & Güntert, 2014; Herath, 1993)

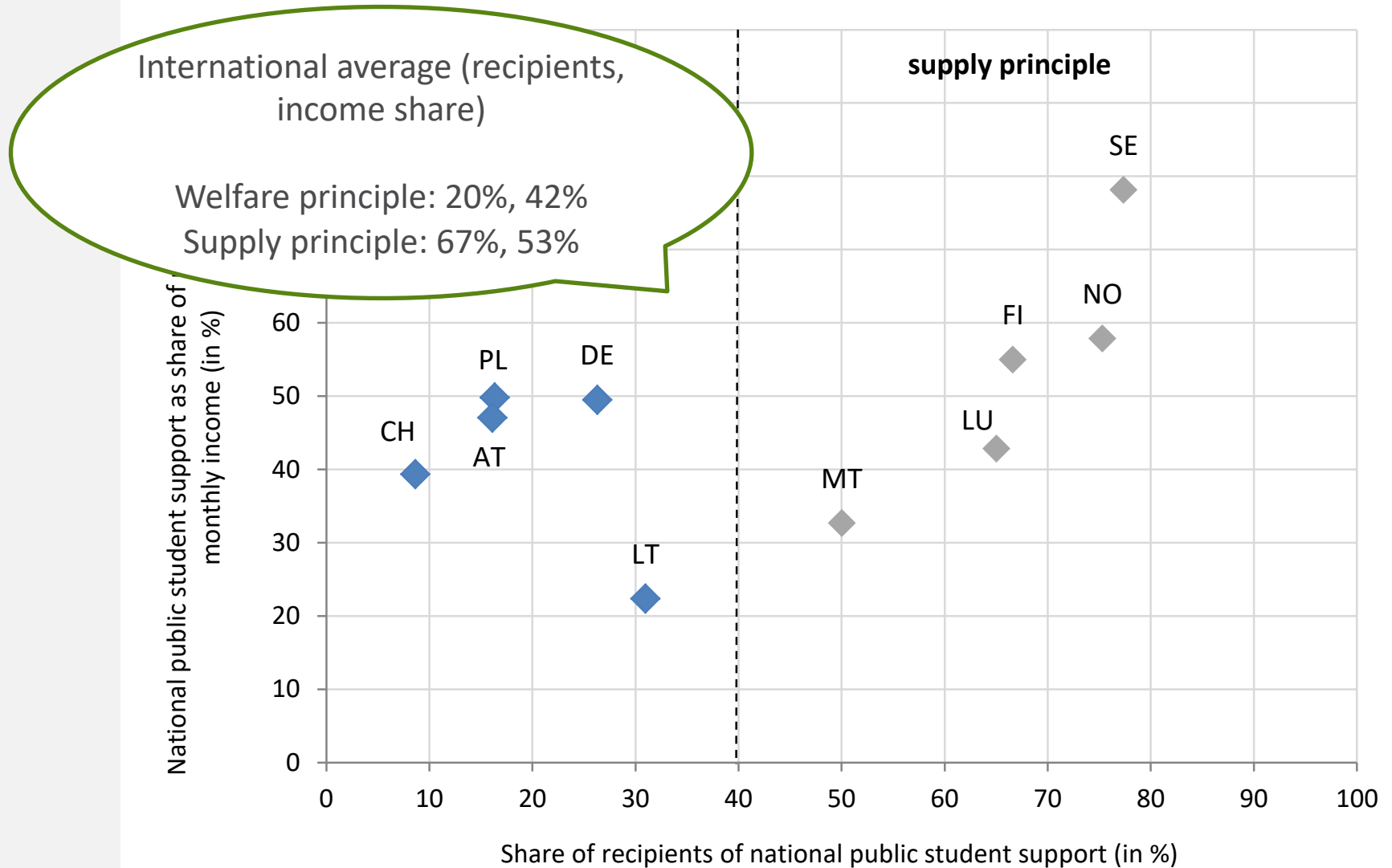
Recommendation of the EHEA

„Financial support systems should aim to be universally applicable to all students, however, when this is not possible, the public student financial support systems should be primarily needs-based and should make higher education affordable for all students, foster access to and provide opportunities for success in higher education.“

(Annex II to the Rome Communiqué, 2020)

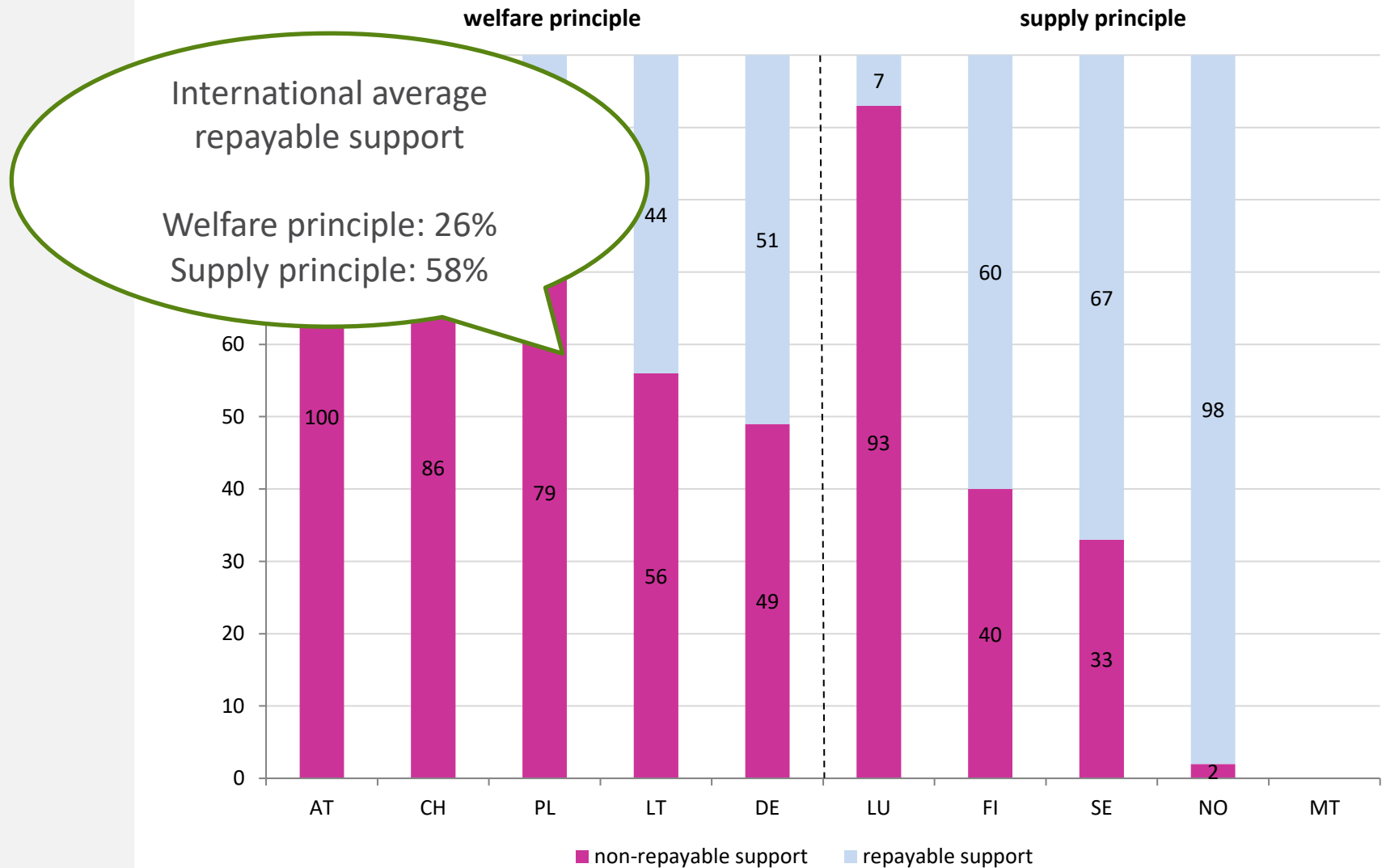
Empirical results

Relative importance of national public student support in system comparison 2016-2020



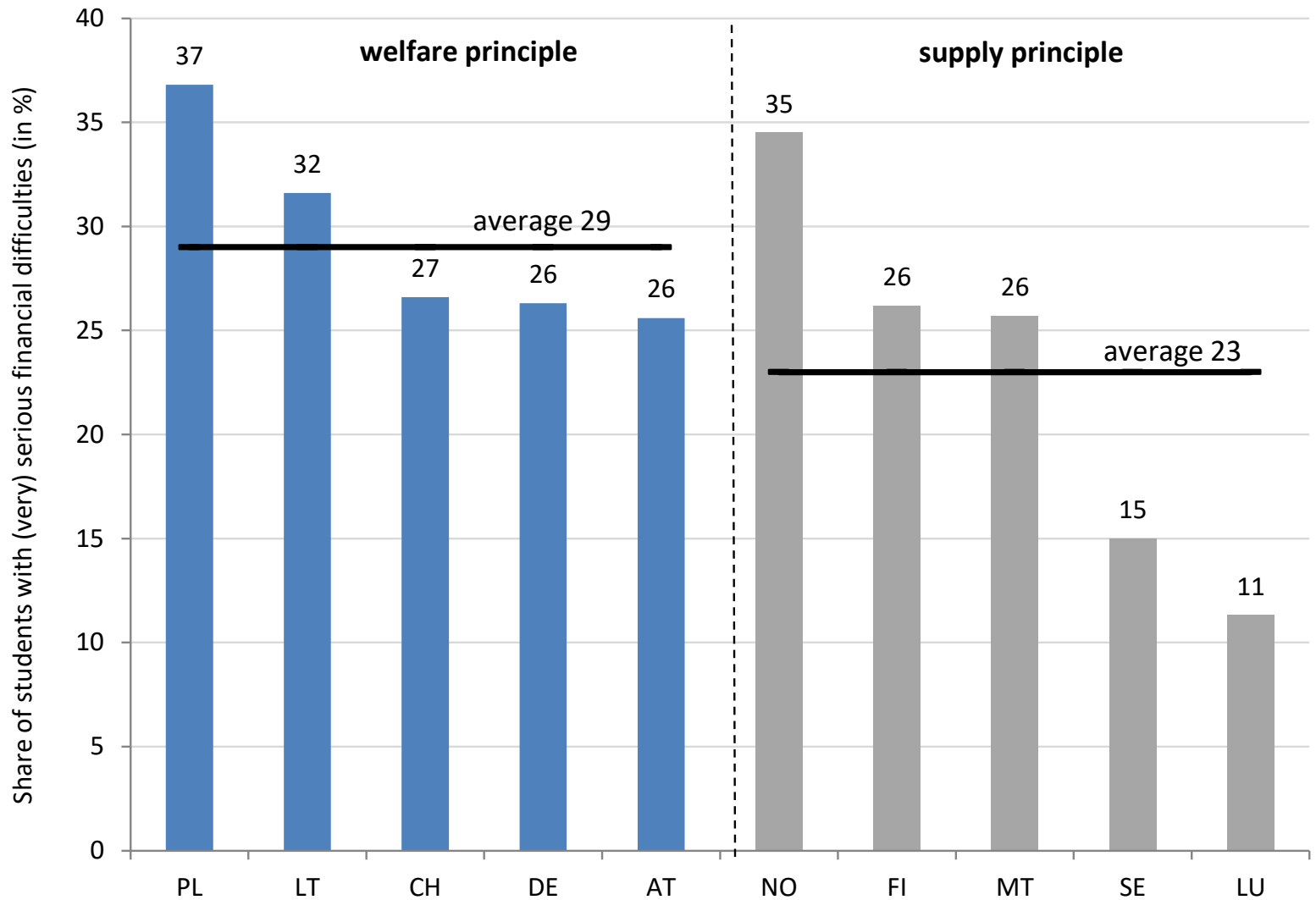
EUROSTUDENT VII (2021), subtopic G.105, G.114; Gwosć & van der Beek, 2022.

Composition of national public student support in system comparison 2016-2020



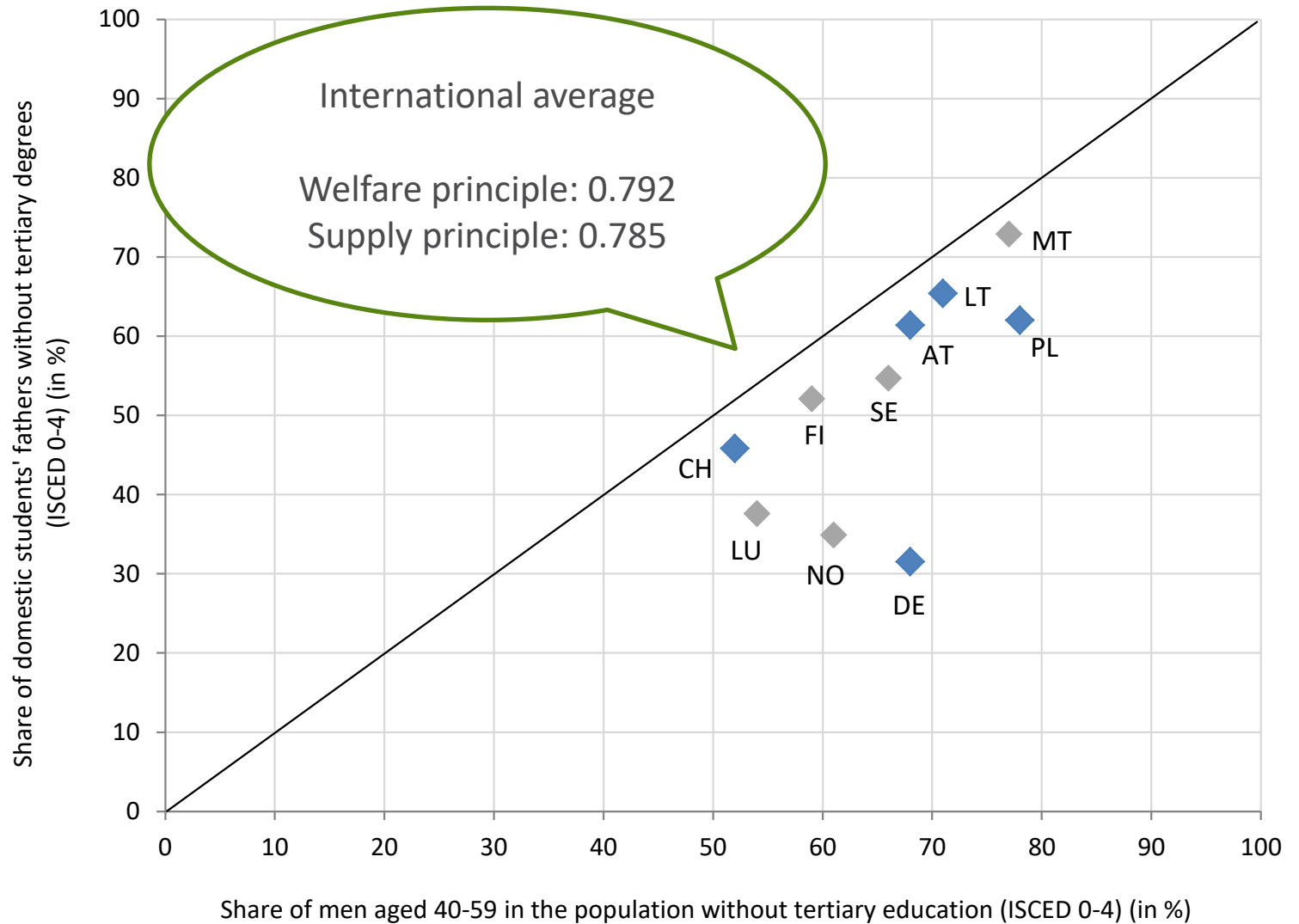
EUROSTUDENT VII (2021), subtopics G.110, G.111; Gwońc & van der Beek, 2022. MT: too few cases.

Financial difficulties of recipients of national public student support in system comparison 2016-2020



EUROSTUDENT VII (2021), subtopic F.148; Gwość & van der Beek, 2022.

Social representation at higher education institutions in system comparison 2016-2020



EUROSTUDENT VII (2021), subtopic D.2; EU-Labour Force Survey (2020) data from the respective year of survey (2016/2019/2020); Gwośc & van der Beek, 2022.

Summary

The EHEA's preferred system of public student support, which is based on the supply principle

- requires in system comparison a considerably greater demand on the public sector (→ share of recipients, income ratio)
- At the same time, due to the structure of public support (→ share of loans is more than twice as high), a larger (future) financial burden is imposed on the students.
- Under the supply principle students have, on average, less often (very) serious financial difficulties (23% vs. 29%).
- The country group with the supply principle performs marginally worse with respect to the participation of students without tertiary education background.

Literature and sources

- Althammer, J., H. Lampert & M. Sommer (2021), Lehrbuch der Sozialpolitik, 10. Aufl., Springer.
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http://www.ehea.info//Upload/Rome_Ministerial_Communique_Annex_II.pdf.
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- Thiele, G. & B. J. Güntert (2014), Sozialökonomie – Pflege- und Gesundheitsökonomik, De Gruyter Oldenbourg.

Contact

Dr. Christoph Gwosc

German Centre for Higher Education Research and Science Studies

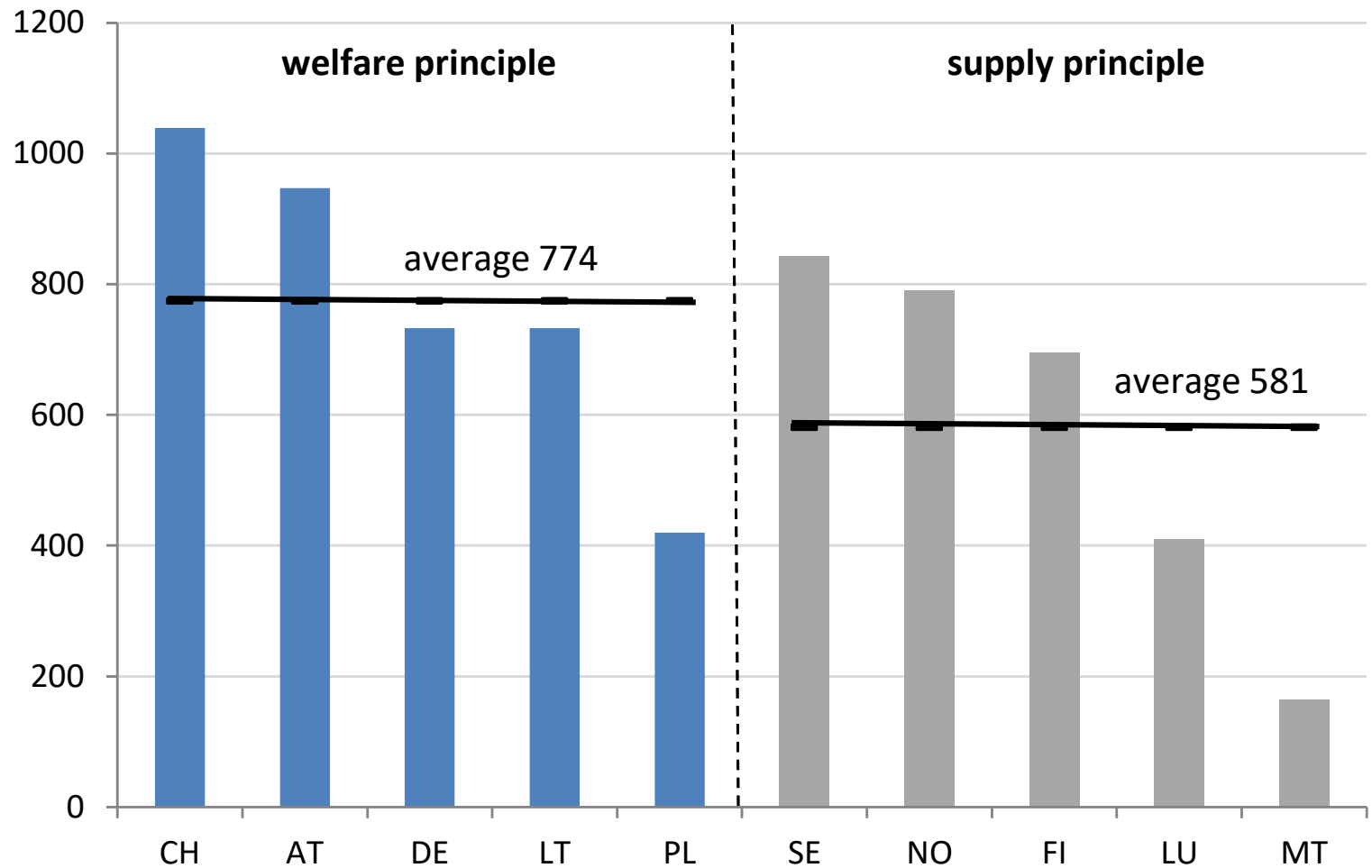
Department Governance in Higher Education and Science

Lange Laube 12, 30159 Hannover, Germany

Phone +49 511 450670-366

Mail gwosc@dzhw.eu

Median income of recipients of national public student support in system comparison 2016-2020 (in PPS)



EUROSTUDENT VII (2021), subtopic G.1.