

Part I

**Financing Increasing Student-Mobility
The Social Dimension in the
European Higher Education Area**

*Proposal for a Pilot Project based on the European
University Foundation – Campus Europae Network*

Part II

**Attaining social fairness
in student mobility**

(policy paper by the Campus Europae Student Council)

Content

Part I

	Financing Increasing Student-Mobility	
	The Social Dimension in the European Higher Education Area	5
	Executive Summary	6
	Introduction	8
1__	Student mobility	9
2__	Social structure of the student body and the structure of student income	13
3__	Living Costs for students in Europe and the grant system	16
4__	Living/accommodation habits of students	18
5__	Financing of studies	20
6__	Student exchange and tuition fees	23
7__	Summary	25
8__	Proposing a pilot project: European networks	28

Part II

	Attaining social fairness in student mobility	31
1__	About the Campus Europae Student Council (CE-SC)	32
2__	The need to develop a proper social dimension within the European higher education	32
3__	Our analysis	33
4__	The outcomes	34
5__	Actions that should be taken	39
6__	Conclusion	40
	Publishing Information	41

Part I

**Financing Increasing Student-Mobility
The Social Dimension in the
European Higher Education Area**

*Proposal for a Pilot Project based on the European
University Foundation – Campus Europae Network*

Executive Summary

1. The 2001 Prague conference of the European Ministers of Higher Education expressed the expectation that the "Bologna process" will remove "all obstacles to the free movement of students". Since this conference, the "social dimension" of academic mobility in Europe has been on the agenda of the "Bologna process", thanks mainly to ESIB-activities. Although this goal has been reaffirmed by the Berlin Conference 2003, questions are still being raised and used to divide European ministers/politicians on the one side and the academics on the other side about the "Bologna process", rather than making them work together to overcome the obstacles.
2. There is no doubt that it lies within the competence and the responsibility of the national institutions to guarantee their young citizens "open access" to the institutions of higher education, including their mobility in Europe. Whereas the European Union cannot be used to compensate for national insufficiencies, it is, nevertheless, in the interest of the European Union as a whole to put "the premium in the development of intercultural understanding and respect and reinforcement of habits of active citizens. At the same time there is an increasing need to deepen understanding among our citizens of the nature of European identity". (KOM (2004) 156 final, p.12)
3. Since the 1980's the European Union has been supporting individual mobility activities through the Socrates/Erasmus- programme. In 2002/2003 about 124,000 students, that is approximately one percent of all European students, used the grants given in that programme. The Commission plans to reach a number of 375,000 exchanges in 2013. The goals of member universities of the European University Foundation – Campus Europae are much more ambitious: The following study tries to identify the obstacles and barriers which hinder student mobility. The study also proposes how to reach the goal of Campus Europae, i.e. sending each year – in the long run – 40 percent of the students of the member universities abroad and welcoming the same number from partner universities.
4. The study identifies the following obstacles to mobility amongst students:
 - 4.1 The differences in living costs among the European countries – and the member-universities of Campus Europae – are not regarded as valid criteria for decisions about the necessity of grants. The difference of students' income in any given university

between students from high income families and low income families is more significant than the difference between richer and poorer countries. The study shows that regulations at national level are not useful.

- 4.2 The present rules and regulations for giving grants do not fit students' needs. For a high percentage of students the grants are not necessary and the grants are too small for helping those students who really need financial support. Today, exchange students receive their money mostly from their parents or from state grants. The most disadvantaged – and disregarded – student-groups are those who are obliged to work and to earn money besides studying: When they go abroad they have to leave their working-places, but the grants are too small to compensate the loss of income.
 - 4.3 Finding accommodation for incoming students will become a challenge once the number of exchange students increases. It will be hard to facilitate "accommodation-exchange", especially in countries where „living with parents“ is the norm.
 - 4.4 The current system of supporting student exchange in Europe has its focus on encouraging and financing "outgoing" exchange. The consequences of this are that universities are not interested in incoming students and incoming students get little "integration help". At the same time, few universities find it necessary to listen to the experience their home-coming students gathered in other universities abroad.
5. The European University Foundation – Campus Europae therefore proposes to develop a pilot project (based on the experiences coming from ERASMUS), with the following elements:
- in the long run, all students of participating universities should take part in the exchange programmes planned by Campus Europae (two years in two European countries with two different languages),
 - tuition fees will be paid where the students study,
 - grants will be given only to students who need financial support,
 - the additional financial help will be organized on the network-level, not on a national level,
 - the universities will receive support for attracting students as well as for sending students,
 - a main point in the CE-strategy should be to give exchange-students a chance to win work-experience – and to earn money – in the host country,
 - the network-office of CE will act like as "national agency" in relation to the EU-commission or one national agency (proposed: Luxembourg) will act for the network at a whole.

Introduction

Since the Sorbonne Declaration (1998) and the Bologna Declaration (1999), the setting up of the European Higher Education Area has been on the political agenda. There are many targeted outcomes from the creation of such an area. One of these targeted outcomes is to continue the European tradition of migration and exchange between the universities, which existed since medieval times. Another one is more labour-market related and emphasises the increase of employability of academics in different European countries. In the Lisbon Summit 2000, the European Union set the goal of becoming the most competitive knowledge-based economy by 2010.

To reach these targeted outcomes it is necessary to increase the mobility of all university members, students as well as university teachers and researchers. For many years now, programmes of the European Union, like SOCRATES/ERASMUS, and national and regional exchange programmes aim at increasing the numbers in student exchange.

The "Bologna process" includes a number of measures to improve the conditions for such exchange. The main points are the convergence of the study-structures of the national higher education systems in Europe (BA, MA, and PhD) and the introduction of a transferable and valid credit system (ECTS).

However, student mobility in Europe does not only have academic aspects, even if these are very important as a basis for reliability and seriousness. In addition, some financial questions must be answered before students are able to move from one university to another university in another European country. So, from the beginning ESIB – The national Unions of Students in Europe forced the European Ministers to deal more intensively and seriously with these aspects. Since the Prague-Conference 2001, these questions are on the agenda under the headline: "The Social Dimension".

It is the responsibility of the national institutions to guarantee their young citizens "open access" to the institutions of higher education. Therefore, in the Maastricht and the Amsterdam treaties the member states of the European Union have decided that subsidiarity is the leading principle in education policy. In other words, the EU cannot be used to compensate for national insufficiency.

In the following text we concentrate on this "social dimension" at the European level. We will deal with all matters which describe and influence the financial situation of students. Our aim is to identify those financial circumstances which are important for a relevant increase in student mobility in Europe.

The following sources were used for the study:

- "Euro Student – Social and Economic Conditions of Students Life in Europe 2000", edited by the HIS, Hannover 2002. If not mentioned otherwise, all tables stem from this publication, with the kind permission of the authors.
- ESIB: Students Bologna Surveys, Brussels 2003
- "Attaining social fairness in student mobility", policy paper by the Campus Europae Student Council, July 2004.

I __ Student mobility

1.1 Current situation

In this chapter we focus on two questions which are essential for assessing the current situation relating to student mobility: How many students take part in mobility programmes or are „free movers“? And second: For how long do they stay abroad?

In 2003, the total number of students taking part in the ERASMUS – Programme was about 124,000. This number includes students from the existing 15 EU-member-states, the ten states which became members in 2004, from the two candidates (Bulgaria, Romania), and from the three EFTA/EWR-states Island, Lichtenstein and Norway. The percentage was below 1 percent of all European students in that year (2003) (EU: press release IP/04/394).

So ERASMUS is only relevant for a minority of students. As the following barchart (Table 1) shows there are differences not only between the countries but also in the reasons for the stay abroad: Only a minority of students who went abroad have been enrolled at a host university.

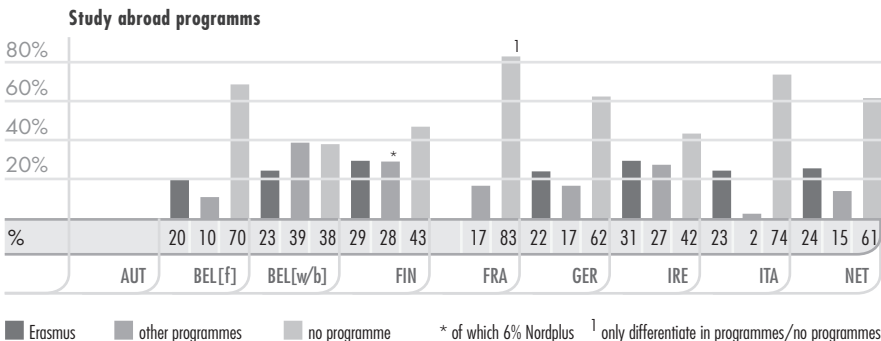


Table 1: Study abroad programmes

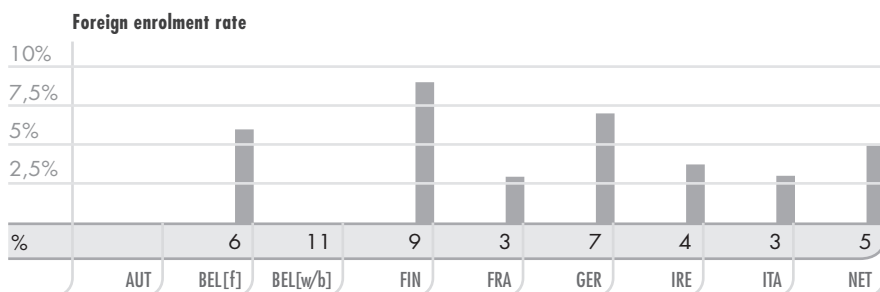
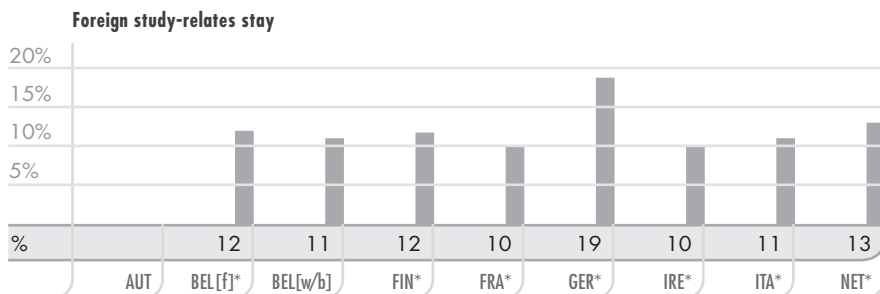


Table 2: International student mobility

There are big differences in exchange duration: time abroad ranges between a three week language course and full enrolment (in a university) for a whole study year.

Also by the time of graduation, less than 10 percent of all academics in Europe have studied abroad for any relevant amount of time (one Semester or more).

This quota corresponds to what ESIB has found by way of a questionnaire in 2002/2003 (ESIB: Students Bologna Surveys, Brussels 2003).

1.2 Perspectives

Because of these low results for mobility the EU-Commission proposes to increase the number of exchange-students to 375,000 per year, and to raise the average grants from 150 Euro to 250 Euro until 2013. In addition, the commission clarifies what the main target of all exchange-activities inspired and financed by the EU should be. In the Com-

mission-Communication "The New Generation of Community education and training programmes after 2006" the commission puts

"a premium in the development of intercultural understanding and respect and reinforcement of habits of active citizens. At the same time there is an increasing need to deepen understanding among our citizen of the nature of European identity". (KOM (2004)156 final, p.12)

For the European University Foundation – Campus Europae and its member universities, this basic idea has been of fundamental importance. The EUF-members included as a fundamental element in their "Concept Campus Europae", agreed on in January 2003, and as a "core objective of the Campus Europae project" the following

"to enable future university undergraduates to experience the unique quality of Europe whose major achievements include the Declaration of Human Rights and scientific universalism. Additionally, the project hopes to foster the notion of "unity in diversity" and make student aware of a European identity. The project will create opportunities to develop a comprehensive understanding of learning and working cultures in European regions, which in turn will enable graduates to use and pass on this knowledge in a post-university working context."

To realise the aims of Campus Europae – as well as realising the aims of the EU-Commission – it is necessary to detect the main obstacles which have hindered the achievement of the planned goals.

The European University Foundation – Campus Europae is convinced that to reach a goal such as the "reinforcement of habits of active citizens" or the "understanding of the nature of European identity" quite some time will be needed. It is not sufficient to send students to another European country for only some weeks; and this is even more accentuated, if home and host countries share the same language and the same, or similar, history.

The member-universities of the European University Foundation – Campus Europae aim at an exchange during which their students study abroad for two years (during the five years of a BA-/MA-programme) in two other European countries with different languages and different cultures. This means that each year – at any given time – about 40 percent of all students of a university are abroad as outgoing students – or come

to the member universities from abroad as incoming students, so that, by the time the graduate with a masters degree all students (100 percent) of the member universities of Campus Europae should have been abroad for a total of two years (20 to 24 month).

In comparison with the current student exchange numbers, this means not only that ten times more students will have international study experience, but also that they will have a two to eight times longer experience of studying and – perhaps – working in another European country.

To ensure that the Campus Europae aim for student transfer will be achieved a new approach to the language question has to be found. At present most European states oblige their universities to hold the lectures in the local national language. Therefore, prior to starting their academic year abroad the incoming students must obtain sufficient knowledge of the local language to follow classes and take part in examinations in that language. That, naturally, is advantageous for those countries in which “school-based” languages are spoken, i.e. French, English or German. Because of this requirements, the so-called “minority” languages – and the countries in which these languages are spoken – are of little interest for students. Consequently the European University Foundation – Campus Europae developed a different language-approach:

1. Due to the significance of the English language, the universities participating in Campus Europae have decided to use English as an interim-language. Unless incoming students are already proficient in the host language, they can attend their classes in English for the first half of the academic year to enable them to achieve the required amount of ECTS credits.
2. At the home university, and prior to leaving for their host university, students will take part in relatively short language courses (parallel to their regular course load, or – alternatively – by way of Internet courses) preparing them for their stay in the country they have chosen.
3. This instruction will be continued in the host country before the academic year begins – as it is already common in many exchange programmes – in the form of an intensive course of up to four weeks.
4. These courses should be continued for at least the first half of the academic year.
5. By combining “organised learning” with the experience of using a language in every day situations, foreign students can achieve a language proficiency which will enable them to successfully attend classes taught in the local language during the second academic half year.

A further requirement of the Campus Europae concept is that a system of academic recognition has to be developed which can be used in case of large numbers of exchange students and on which each student can rely. For Campus Europae, ECTS is this system. Student mobility does not only concern students. The universities also have to adapt to this new large-scale student exchange. In the case of universities the focus will be on adapting the study system as well as the administration to this new situation: For example, right now, no university in Europe is prepared to give 40 percent of the students language courses neither in foreign languages (for the outgoing students) nor in the local language (for the incoming students.) And no faculty is prepared to recognise the certificates of other universities written in fifteen European languages for 40 percent of their students – each year.

The implementation of the Diploma Supplement will somewhat minimize this latter problem. Therefore CE will strive for its fast acceptance in the participating universities.

2 ___ Social structure of the student body and the structure of student income

The European University Foundation – Campus Europae tries to realise the following positions:

Increasing the number of students who participate in exchange programmes or who study abroad as free movers, means, in the long run that learning abroad will become a normal and integral part of the study-programmes of the member-universities. If someone decides to become a student of a EUF-member-university then he or she has to integrate in his or her plans from the beginning the international and European-wide aspects of such a study-programme. It is important to ensure that such a programme will not lead to a form of “social selection”, i.e. where parental income would be the deciding factor whether a student can take part in such a programme or not. In the following paragraphs we discuss how much money is necessary and where the funds could realistically come from.

When looking at the subject of financial support for outgoing students one has to consider the social background of the students and her families. This is the normal approach when dealing with “grants”.

One approach is to give a grant to each student. In some northern countries, we can find a system where the support for the parents (children’s allowance, tax reduction etc.) ceases when the children reach the age of 18. From that age on all grants or other

forms of financial support for education are given directly to the students. At end of the 1960's, this approach led to wide-spread discussions about a „student salary“ as a grant for all students, which put the concept of the “autonomous student” centre stage. Here, “autonomous” means that students are financially independent from their parents (See Table). Ever since, this idea has re-surfaced from time to time.

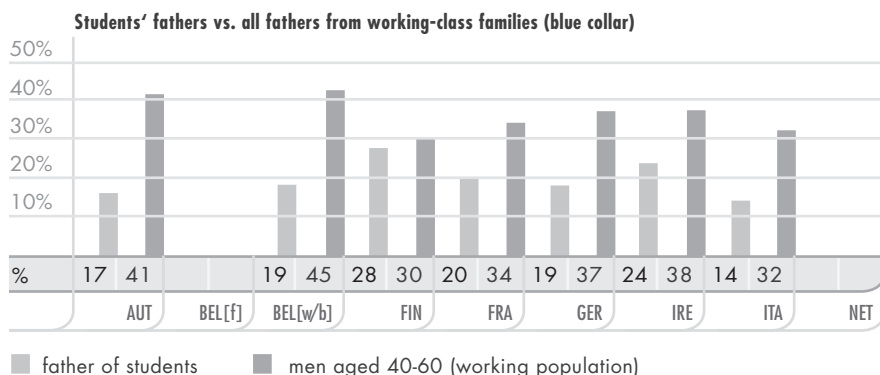
However, for the actual CE-policy this position is not realistic enough because:

1. Before it will be possible to introduce such a system, family- and tax-policies in the majority of the EU-member-states would have to be changed, because the family-policies in these states are based on the responsibility of the families for all family members taking part in educational processes who cannot finance their living expenses on their own.
2. The majority of families will not stop the support of their children during their university studies. So the “equal support” by the state will only hide the reality of social inequality.

In the light of these considerations, it seems to be fairer to support only those who need the support.

This position means that each European nation should be responsible for the social justice regarding access to university; i.e., giving grants, providing housing, etc.

By looking at the social background of European students, it becomes clear that the student bodies do not reflect the society of which they are part. One of the usual indicators to measure the “social justice” of the educational system is the comparison between students’ father versus fathers from working-class families. As Table 3 shows, in all European countries children from working-class families are less represented in the student bodies than students from high-income families.



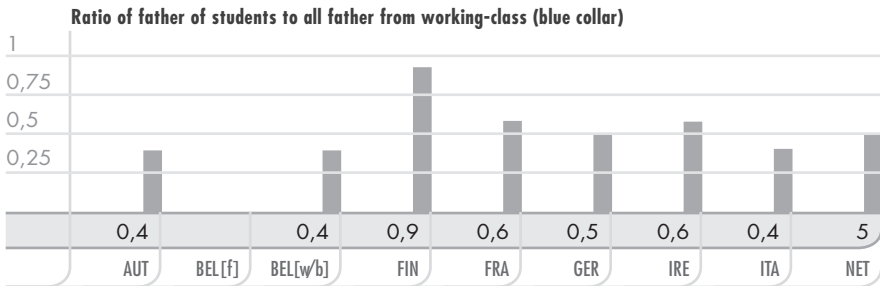


Table 3: Students' social background – Occupational status of students' father

The school-leaving qualification of students' fathers reinforces the impression that the university-system in Europe is a self-recruiting system.

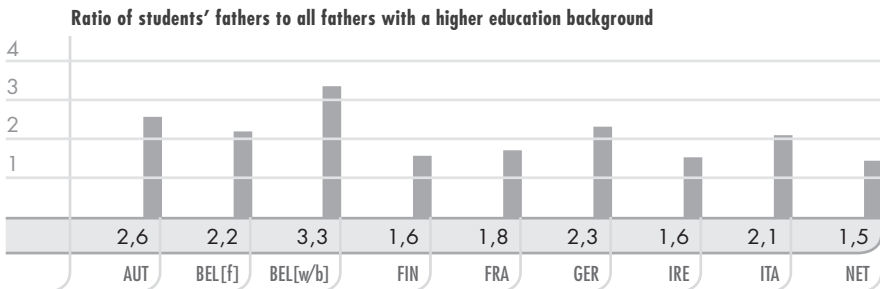
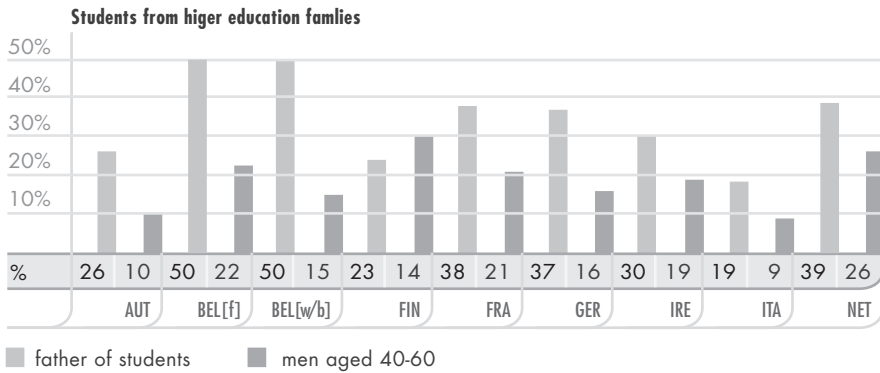


Table 4: Students' educational background – School-leaving qualification of students'

Because in all European countries educational level and income are closely correlated we can agree to the conclusion: "This means that an above average number of students seem to come from more well-off parental homes." (Euro Student, p.45)

In Chapter 5 we will deal with this fact once more. Meanwhile, we will address the living-costs for students in the different European countries on the whole (chapter 3) and the living/accommodation habits of students (chapter 4).

3___ Living Costs for students in Europe and the grant system

To define the grant which may be necessary when moving from one country to another, we have to describe the living costs in the different countries. The following Table 5 gives a first impression of the possible problem:

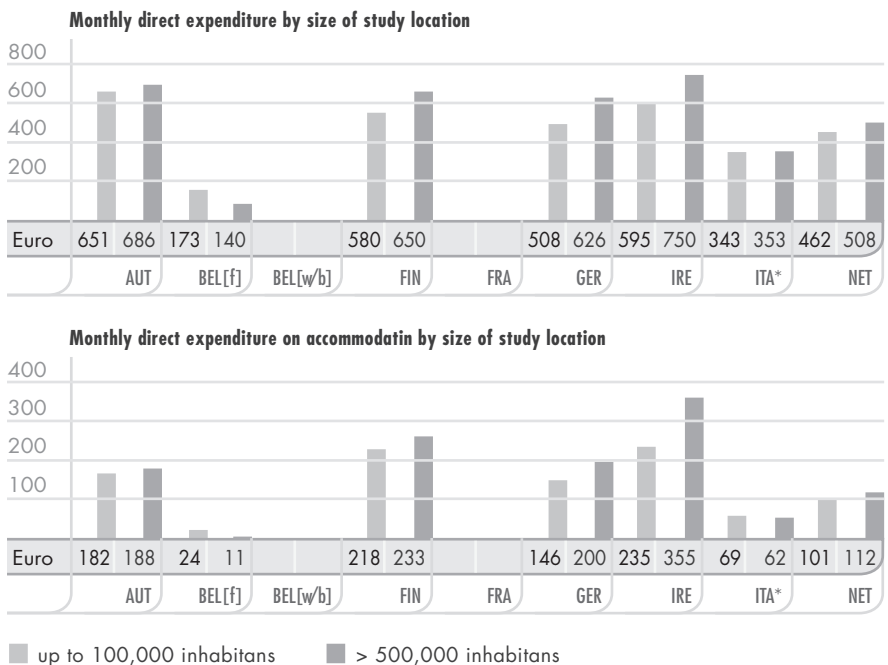


Table 5: Monthly direct expenditure by size of study location

There are only very small differences in the living expenses for students in Western Europe. The table does not allow us to compute a sum which would even out the differences. The living costs in Italy are nearly the same as in Austria, when only students with an own household are included in the statistic. In France, living costs are the same as in Germany. The considerable difference between the living cost in the Flemish part of Belgium and the Netherlands must have still unexplained reasons.

The situation is quite different, if we compare the living costs in all European countries. The CE-Student Council carried out some research and correlated the living costs for incoming students in eleven of the participating university-cities. The numbers are based on information gathered by the Student Council from students by way of a non-representative telephone poll. Therefore, the numbers found here may differ from the numbers published in official statistics.

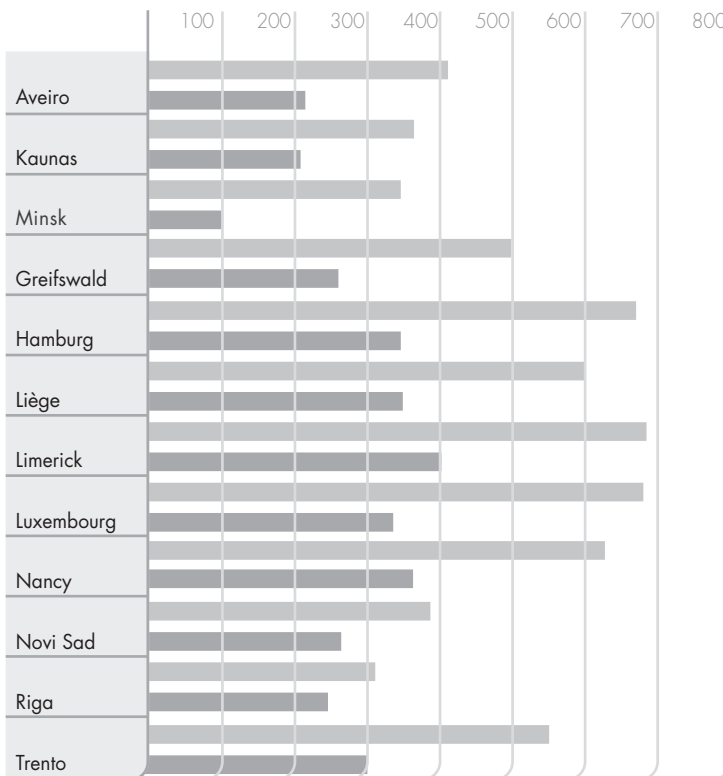


Table 6: Monthly living costs in CE-university-cities. The light grey bar expresses overall living costs while the dark grey bar doesn't include any accommodation fees.

The differences in each university (min/max) can be more significant than the differences between different cities or countries.

The table shows very clearly that, from a strict financial point of view, there is no reason for grants to be given to students moving from western countries to eastern countries. In all eastern university towns it seems to be possible to live a good life with an average western student income.

On the other hand, one can conclude that support is needed for students going from the East to the West. Yet, while this conclusion sounds very plausible, it must be analyzed in detail. If we compare Aveiro and Greifswald with Riga and Kaunas, we cannot find big differences in total. The differences between max. and min. monthly costs of living at the individual universities seems to be as big as the differences between some universities.

This fact must have consequences for different financial support measures. There is no reason to support someone who is going, for example, from Liège to Riga, or from Nancy to Trento. Moreover, it is also not consistent with the principle of subsidiary to support people who have enough money.

But the reality is somewhat different. Universities like Hamburg give grants to students independent of either their social background or of the situation at the host university. Only a minority of universities – mostly in countries with fewer universities – take into consideration the social situation of the exchange students or the living costs at the host university.

Thus, grants have to be given in relation to individual need in both Eastern and Western European countries.

4___ Living/Accommodation habits of students

The type of student residence is very important in two ways for the success of exchange programmes:

1. Students who live with their parents do not need money for a household of their own. But if they go abroad they will need their own accommodation. Today, the costs for an own household amount to about 40 % of an average student's income, as the following table shows. If this „own-household“-part of the student expenditures cannot be covered by students' families, the exchange will become difficult, simply because of financial obstacles. Solutions will have to be found here.

As the following Table 7 shows, the percentage of students from Western Europe

living with their parents is very high in Belgium, France, the Netherlands and Italy. It is also similar in Spain. This leads to the result that living with the parents has not only financial aspects but also derives from cultural reasons.

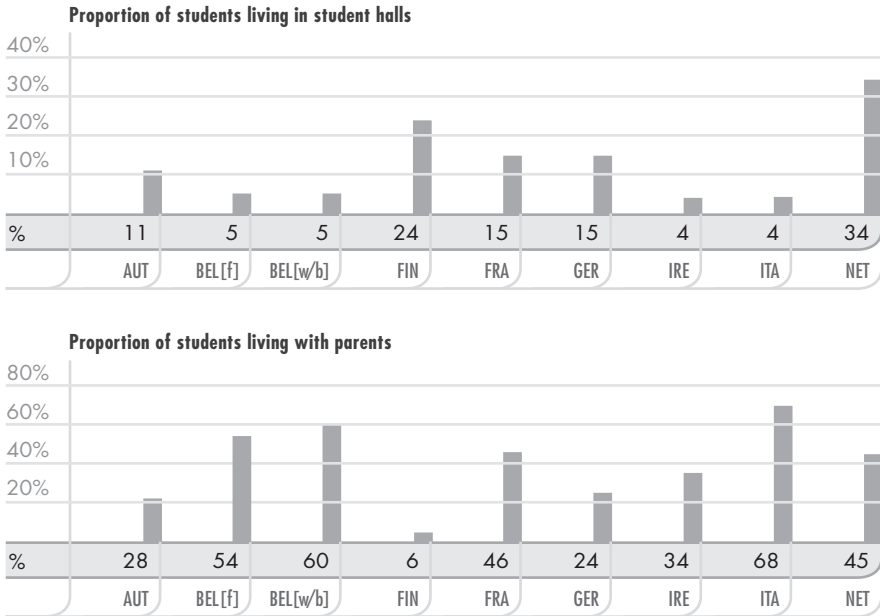


Table 7: Student type of residence

2. Accommodation exchange among exchange students is quite easy to facilitate if students live in student halls or in their own household, or together with other students in a shared flat. Campus Europae will encourage such an exchange whenever possible. If students have to look for accommodation on the free market, they will face the typical problems of newcomers: newcomers are the losers on the accommodation-market. They have to accept the most expensive places because to them the market is less transparent and/or because they lack "connections". Due to the large-scale accommodation exchange each year, there are many opportunities either for the accommodation-brokers or for the accommodation-owners to overcharge students.

The universities will need to help in this matter – either by mediating among the students and co-operating with real estate agencies, or ensuring that the Student Services (“Studentenwerk”) has to provide for enough – private – rooms or dormitories.

5__ Financing of studies

After having discussed the living costs in general and the problem of accommodation in particular, we shall look at the financial situation of the students in general. How do students in Europe finance their studies? How much money do they have “in the pocket” and where does it come from? What importance does student employment (“jobbing”) have? However, these are only questions which shall help us to answer the most important question: How does the students’ income influence their mobility?

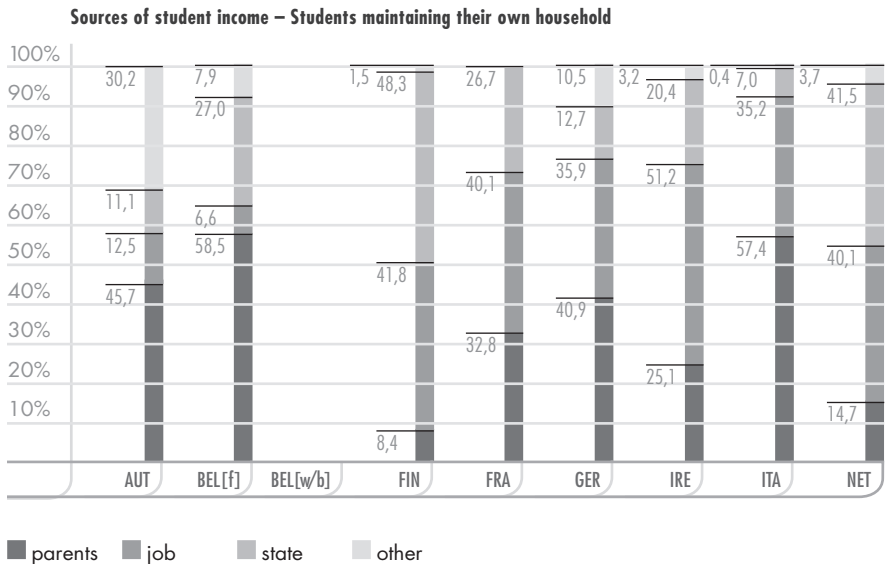


Table 8: Sources of student cash income

The table above shows that there are three main sources of student income: parents, state and work. However, not all of these sources can easily be transferred to a host university equally easily. There is hardly any problem to transfer the direct financial support from the parents from one state to the other. Due to the Berlin Declaration of the ministers of Education (September 2003) grants and state based incomes should be transferable in the near future. What is problematic, however, is the students' possible dependence on income from jobs while studying. How many students are working?

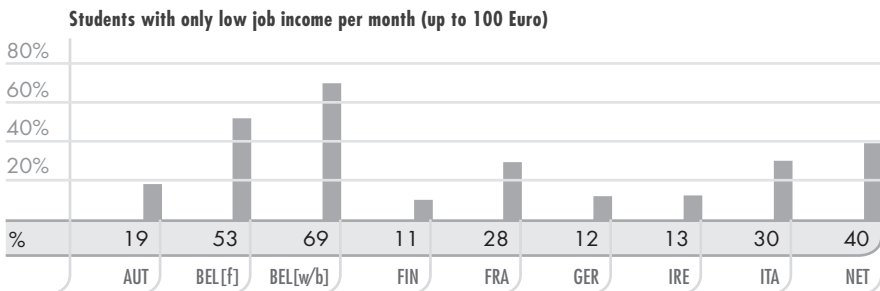
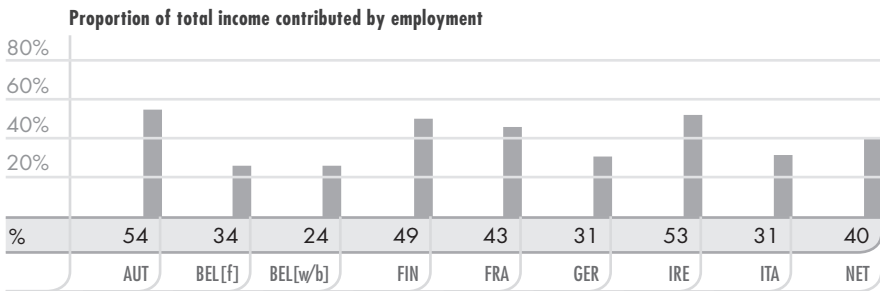
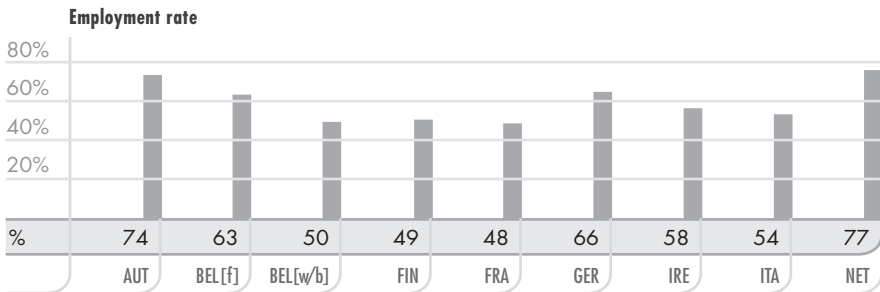


Table 9: Student employment and income

As we know from other experiences, one must differentiate between the basics (necessary living costs) and the “luxury” (amount students have on top of that: for a car, for holidays, for a better flat and so on).

Moreover we know from reports (like “Sozialerhebung DSW”) that more or less half of the students who work in addition to studying need the income they obtain from work to finance the necessary, not the “luxury” goods. These numbers obtained from the German experience seem to be similar to the numbers in other European countries while lacking a clear percentage at present it is safe to achieve that this situation is the same for the student body throughout Europe.

To answer the question: for one fourth to one third of all students (in the western countries) the necessity to earn money is a real obstacle to their mobility. In order to enable them to go abroad, the following possibilities exist:

- find enough grants for them,
- convince students to abstain from their normal income during their stay abroad,
- find opportunities for them to earn money in the host towns/universities
- convince them to go to a university where life is cheaper, so that the other sources of the monthly income will be sufficient.

If we do not want to limit the chance to go abroad only to students coming from high income families and to students who can live off the state based incomes or grants, we have to consider deploying one or more of these possibilities.

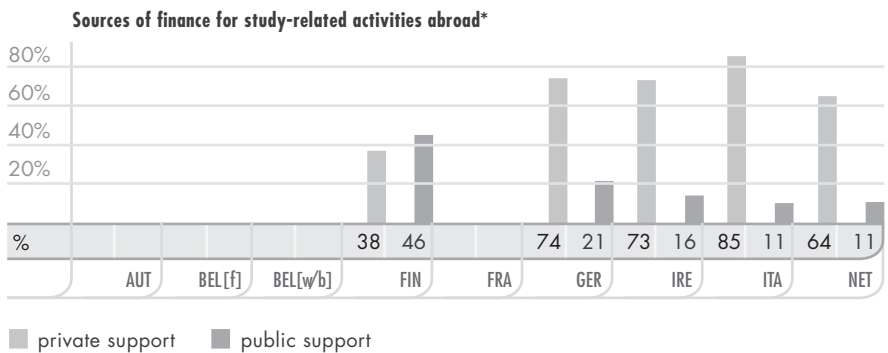


Table 10: Sources of finance for study-related activities

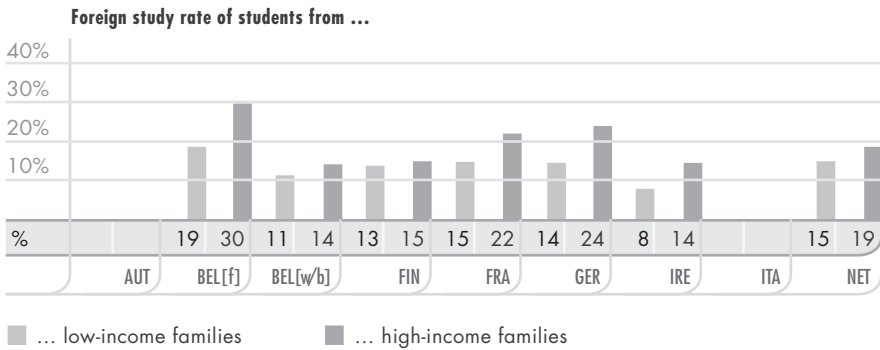


Table 11: Study-related stay abroad by parental income

6__ Student exchange and tuition fees

6.1 A problem of university financing

The varying forms of university financing in Europe, particularly with respect to the differing significance of tuition for the universities' budgets, reduces some institutions' willingness to host foreign incoming students. Two reasons are important for this attitude.

___ 6.1.1 At university level

ERASMUS contracts include the obligation to host incoming students without taking tuition fees from them, because they have to pay these fees at their home university. Where no tuition fees have to be paid, like in France, Germany or the other northern European countries this regulation is not relevant: The university budgets are not influenced by the number of tuition paying students. The outcome of this regulation is that the host universities are not interested in incoming students:

- tuition fees of the incoming students are paid to another institution;
- incoming students only mean additional work;
- if there are more incoming students (programme-students and/or free movers) than outgoing students, the university (faculty) may have a capacity problem and a problem in financing the additional teaching, as in all western countries tuition fees cover only a minor part of the costs per student.

On the other hand, this means that outgoing students (in contrast to incoming students) minimise the workload for university-teachers.

___ 6.1.2 *On national level*

Because tuition fees cover only a part of the study cost, the state has to add the necessary money out of the budget (tax-payers' money). Due to this, some countries have quota regulations for foreign students, especially in subjects with a numerus clausus.

One possibility of overcoming state restrictions might be to introduce a sort of financial compensation: The home state transfers the money which it saves due to its student studying abroad, to that state, whose university hosts the student. Comparable domestic regulations exist on the level of school-districts.

However, this regulation does not seem rational on a European level:

1. The differences in the cost per student among the states will pose an ongoing reason for dissension and quarrels.
2. Campus Europae provides measures which will bring the system in a balance and make inter-state-regulations superfluous.

6.2 *A possible solution for more financial equality*

There are some universities, like Riga and Minsk, in which tuition fees are high and living cost are low. This relation can be used to save public money and bring more social justice into the system. For instance:

- If a student from Hamburg goes to Riga and pays the tuition fees he will need – together with the living expenses – no more money than at his home university.
- The student who goes from Riga to a western university can use the saved tuition fees to help to cover his living costs and therefore needs a lower grant.

Conclusively, the European University Foundation – Campus Europae proposes that the tuition be paid to the host university.

7__ Summary

One of the first questions students ask when asked if they want to go abroad is: What are the costs? Yet, it would be wrong to reduce the willingness of students to go abroad to a financial criteria, respectively the level of grants, only.

The present form of giving grants has historical reasons. After this support had been drastically reduced in the western European countries during the 1990's, today the grants are neither a real help nor a incentive to study abroad. This is true particularly for those countries where grants are given without taking the students' social backgrounds into account. As the Table 1 and 10 show, a high number of students go abroad without being supported by grants from official exchange programmes. Besides that, the grants are not high enough for students who have to earn a considerable part of their living costs.

However, this does not render grants unnecessary or useless; the case is quite the opposite. Yet, grants have to be given to groups of students who can be identified very clearly and who, without such support, would never have the chance to study abroad.

7.1 Differences in average income and average living costs

There are great differences in the average incomes and the average living costs among the European countries and economies. However, even if these differences will continue to exist for a number of years, they shall finally decrease, just like they decreased between southern and northern European countries in the past. So, in the long run, these differences will – eventually – play only a minor role.

More importantly, there are great differences in the income among students of the same university. Therefore it is not helpful to decide about grants on a national level. More social justice will be achieved, if the individual situation of every student is taken into account.

7.2 Differences in student type of residence

___ 7.2.1 An exchange problem

The type of residence is important when we think about a possible exchange of (dormitory) rooms among the incoming and outgoing students. In general, there should be no problem if the outgoing and incoming students rent their rooms to each other for the duration of their stays abroad.

However, with regard to the student type of residence, significant differences can be identified among the European countries. In some countries "living with parents" is

normal and the rooms used by the studying son or daughter are usually not offered on the accommodation market while the studying youngster is abroad. In university-towns with a high percentage of students living with their parents there is, therefore, a shortage of accommodation for incoming students.

A possible solution could be to provide for other forms of student accommodation. Each university must bear the responsibility for this.

— 7.2.2 *A financial problem*

Even if the phenomenon of living with one's parents has a strong cultural aspect when it comes to examining the social background of students, it also has financial consequences, as it is – obviously – cheaper to live at home. Thus, when students still living at home go abroad they have to find a financial source to cover these new expenses.

7.3 *Working Students*

A high percentage of all university students in Europe have to earn money while studying, in order to finance the costs of their daily life, as mentioned in Chapter 5. This means that these students are quite immobile, because they have to stay in the vicinity of their place of work – as the Trends 2003 (EUA) study noted in its page 30. However, it is unrealistic to think about a grant system which will substitute their employment income while being abroad. Therefore, the only situation would be to find possibilities for study-related work for those students at their host locations.

This consideration corresponds with one of the main targets of the “Bologna-Process”: to improve the employability of European academics. The chances for future academics to earn money in the host university-town will improve with the duration of their stay. So the concept of Campus Europae - students shall stay for one year abroad – is in line with the needs of the labour markets.

To gain experience on a foreign labour market is not only valuable for students who have to earn money because of their personal financial situation; it would be a good exercise for all students to combine studying and working.

However, it is important to remark that the responsibility for this combination lies not only with the students. The nature of new BA study programmes, in the majority of the universities, will not allow the students to both work and study: The students' work load in such study-programmes does not leave any time for working as well as studying.

Moreover, a number of state regulations do not allow even EU students to work in a foreign EU country. Therefore it is necessary to eliminate such restrictions if we wish to minimize the “social dimension”-problem to what it should be: to help where help is really necessary.

7.4 *The necessity to overcome national limitations*

The mechanisms that regulate the financing of international mobility are still heavily influenced by national considerations and criteria. On the one hand politicians often set their main goal as achieving the maximum funding available for their national projects and structures. On the other hand, such structures financing mobility are using very conventional criteria.

The point where this combination of factors becomes limiting is when such a strategy leads to the outgoing students being mainly financed by the national agencies. Therefore sending students abroad may become a "profitable business" for universities.

Besides, right now, the means spent on funds for outgoing students by far exceed the means available for incoming students and their needs of counselling, language courses and competent follow-up. That reduces the willingness of the universities to accept large numbers of incoming students. The ratio of the means spent for these ends is nicely illustrated by the example of the University of Greifswald, but is nearly the same in other universities, because the amount of money which can be used for incoming students is directly related to the number of outgoing-students.

The solution to this important problem can only be found in a non-national oriented context. If universities receive financial support for incoming students, they are given an incentive to increase their international attractiveness – as it is an intended goal of the Bologna Process. Such a mechanism will support and encourage universities to develop themselves while still allowing that their students will be sent abroad.

In order to avoid the problem of financing European networks beside National Agencies, Campus Europae proposes that one National Agency should be responsible for a whole network – for the Campus Europae project such a National Agency should be the agency in Luxembourg.

A second reason for a more Europe-oriented network is – that at least in the first few years - the exchange policies among the members of the networks and the other non-CE national universities will differ very strongly: The traditional way of promoting student exchange is to ask for more grants. In contrast to this policy, the member-universities of Campus Europae integrate the two study-years abroad and regard them as a "normal" way of spending one's study time. They need – and will use – other ways of solving financial problems: For example not by financing students with a nationalised EU-grant but also by providing student jobs in the host towns.

The political idea of all conventional exchange-programmes is to facilitate student mobility by financial incentives. The EU provides national agencies with funds which in turn are distributed to the universities. At the universities, the grants are a mean to convince the students to go abroad for a while.

On the contrary, the network Campus Europae and its member universities aim at making studying abroad more attractive by various means. There should be competition between the universities to attract students with the network-office trying to support this competition. The student-related financing by the EU could be realised in a form that the network of the universities will be supported with the average sum per each exchange-student in the network.

8__ **Proposing a pilot project: European networks**

After more than fifteen years of ERASMUS – with more than one million students participating in this exchange programme – a point has been reached where it might be helpful to take two logical steps:

1. One option would be to continue with ERASMUS by making some small but useful corrections. This option would correspond with what the EU-commission presented in the „New Generation“-paper:
 - increase the annual number of exchange students from today 125,000 to 375,000 by 2013, so that by that time not 5, but 10 to 15% of all students will study abroad with an Erasmus grant before the end of their studies.
 - increase the average financial support from currently 150 Euro to 250 Euro in future. However, it is easy to forecast that this policy will reach financial limitations if the number of exchange students exceeds the limit of 375,000 students.
2. An alternative, as proposed by Campus Europae, is more courageous. Firstly the percentage of exchange students should be increased significantly. Secondly, CE intends a change of perspective: Studying abroad should not be a biographical phase for only a minority of students. It should rather become a normal element in the individual, cultural, political and vocational education of young European students who study at the member universities of CE.

EUF-CE understands the network to be an open “laboratory” for intensifying student-exchange. In this “laboratory” all necessary criteria, regulations, support measures etc. can and shall be tested and further developed. The continuing development of the Bologna Process can only be achieved at its fullest, if the creative and efficient quest for arising challenges is supported. If the solutions developed by Campus Europae prove to be successful we hope that other institutions of higher education will join us and implement these solutions – or, alternatively, will create new networks along the lines of Campus Europae.

As a further-development of ERASMUS and under consideration of the political goals of the exchange which are mentioned in the Commission’s paper as well as in the concept Campus Europae, the CE-network proposes an experiment under the following conditions:

- in the long run all students of participating universities should take part in the exchange programmes as are planned by Campus Europae (two years in two European countries with two different languages),
- tuition fees will be paid where the students study,
- grants will be given only to students who need financial support,
- the additional financial help is organized on the network-level, not on a national level,
- the universities receive support for attracting students as well as for sending students,
- a main point in the CE-strategy is to give exchange-students a chance to gather work-experience – and to earn money – in the host country,
- the European University Foundation – Campus Europae network-office will act like a “national agency” in relation to the EU-commission or the Luxembourg National Agency will perform that task.

The EUF strongly believes that such a pilot project will serve to foster the idea of European Citizenship among its students. Furthermore, it will define efficient and feasible ways for the development of a European Higher Education Area as was proclaimed by the European Education Ministers in Bologna.

Part II

**Attaining social fairness
in student mobility**

*(policy paper submitted to and approved by
the Campus Europae Student Council)*

Rapporteur: João Bacelar

1 __ About the Campus Europae Student Council (CE-SC)

The CE-SC brings together student representatives from all university members of the European University Foundation (EUF) and it was created in November 2003. Its aims are:

- to represent the perspectives of the 300,000 students enrolled in the member universities within the EUF discussions and decision making process;
- to lobby for Campus Europae at local, national and European level and foster its continual development;
- to support Campus Europae exchange students and deal with any arising social and academic problems.

2 __ The need to develop a proper social dimension within the European higher education

Over the years many student, opinion and political groups have expressed their scepticism about if the Bologna process will truly be able to remove “all obstacles to the free movement of students” and to emphasise “the social dimension of mobility” (Prague Communiqué, 2001). Although these goals have been reaffirmed in the Berlin Conference such questions are still raised and used to divide Europeans and academics about the Bologna Process (BP) rather than making them work together to overcome such challenges.

We are concerned that in other areas of the BP (common degree structure, credits system, etc) the debates and decisions are happening at a much higher pace than in what concerns the development of the social dimension agenda. This lack of strategic cohesion does not help to dissipate fears and criticism and enhances the need to deal openly and creatively with all matters arising from the Bologna challenges.

The Campus Europae Student Council believes that it is time to shift the paradigm – we want that the social dimension development will from now on take its rightful place in the center of the debate about the BP. Efforts need to be undertaken so that a wide, serious and participated discussion may bring together all educational stakeholders (including some of the BP harshest critics) as a way to foster the exchange of perspectives and best practices and agreeing on what steps are to be taken in this field. Under this framework we have engaged ourselves in the challenging task of brainstorming about how to improve the social dimension of the Campus Europae (CE) mobility program while aiming to find answers that may also suit other ongoing projects within the same field.

3__ **Our analysis**

Behind the label of the “social dimension discussion” there is a multitude of topics that interact in very complex ways. A combined analysis of accommodation habits, living costs, social support systems and counselling services would have to deal not only with differences between different countries but also with some specificities of each university.

Since the Student Council is able to reach and organize information coming from almost every university in the CE network we have decided to deal directly with data provided by local and regional sources, so that our analysis can be as close as possible to the “real reality” experienced by our fellow colleagues. Furthermore we have considered that the first subject to be extensively analysed should be the living cost differences in relation with the grant system as this is the most widely pointed barrier to mobility both by european-wide student organizations (namely ESIB) and by questionnaires handed out to students in some our own universities.

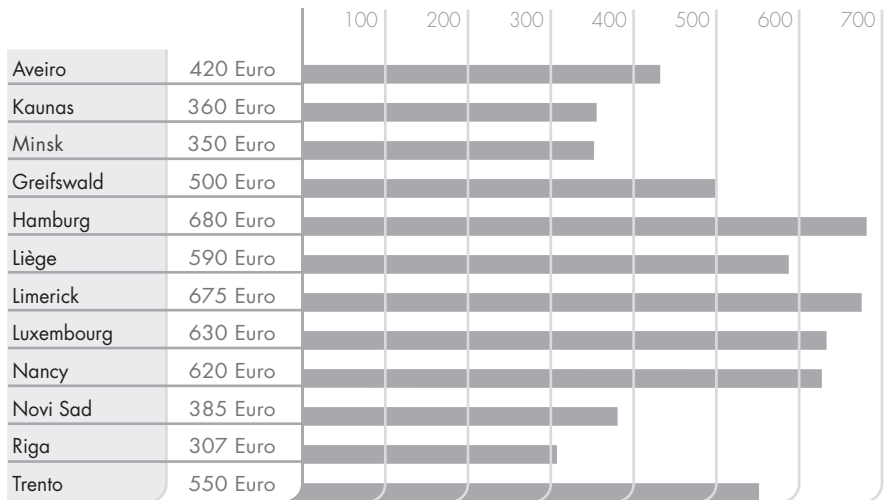
It should also be made clear that we are not trying to develop a scientifically valid paper as the gathered information hasn't been treated accordingly. Nevertheless we are convinced that the results we have achieved should be accepted as relevant because they reflect an in-depth empirical experience and have been compiled in a careful and rigorous way.

It is our wish to deepen our work on this topic – we are particularly interested to compile information provided by CE movers and to datamine and cooperate with reputed international studies that also deal with the living costs issue. We aim to become a valid source of information for decision makers while keeping the students as our main source of information as the conventional “expenses baskets” used by reference studies are often inadequate to describe the different kinds of costs that an everyday student has to deal with.

4_ The outcomes

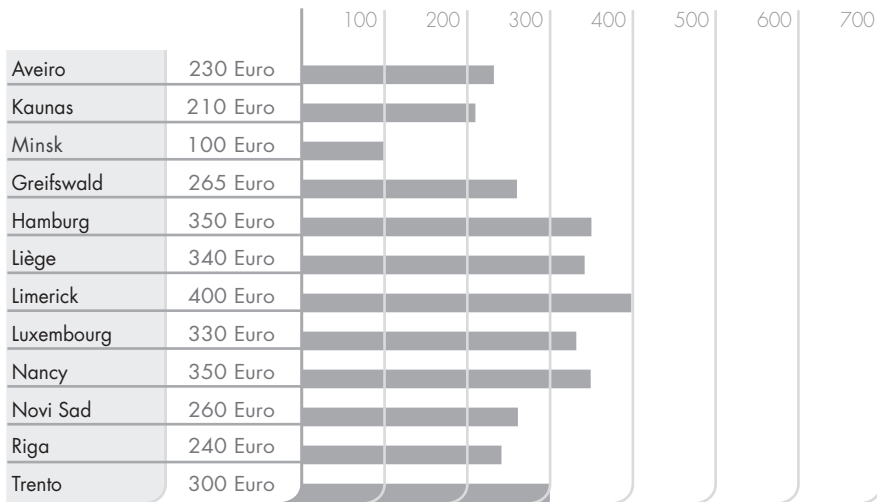
This work has been compiled upon the answers of student representatives from the Universities of Aveiro, Greifswald, Hamburg, Kaunas, Liège, Limerick, Luxembourg, Minsk, Nancy, Novi Sad, Riga and Trento who, in some cases, based themselves in questionnaires prepared for this project. Extensive datamining was then undertaken against the "Tour d'Europe Dossier" (November 2003, compiled by Friederike Hofmann and Johannes Keil) as this document also provides noteworthy information about living costs surveyed by the students representatives that visited the universities belonging to the Campus Europae network during three weeks between September and October 2003.

The first step taken was to figure out how much students need to sustain themselves per month, considering accommodation, food, transports, communications, study materials and others. For most universities/cities we would be able to provide a category-cost analysis but for the sake of a easy understanding we will only express global values for now. Everyone was asked to keep in mind that we were wondering about the cost of a no-thrills lifestyle (exact words to describe it could be "not far beyond survival costs"). The results are:



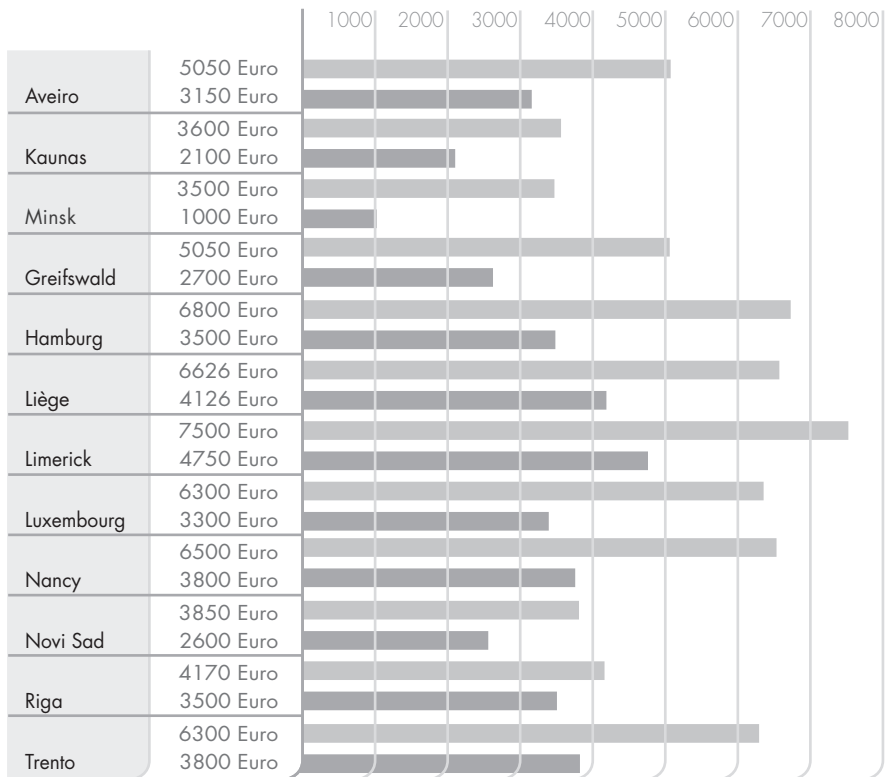
graphic 1: average living costs (per month) in the different Campus Europae cities

Afterwards we have subtracted the costs concerning accommodation so that we can have a rough approach of the monthly budget of a student living with its family. It is crucial to work with this second scenario as in some cities a vast majority of students is living not by themselves – and as the graphics show this makes an important difference in their budgets, as accommodation alone accounts for 20 to 48% of most students monthly expenses. It should also be said the following budget estimations will in many cases be hyped as such students will often also be saving money with food and other goods provided by the relatives they are living with:



graphic 2: average living costs (per month) for students staying with their families in the different CE cities

By the time we reach this point the most sensible and important part of the work is already done: compiling realistic living costs. Assuming that this paper is founded on reliable numbers finishing our exercise is a matter of simple arithmetic. So we started by multiplying the monthly budget by ten (months) and by adding the tuition fees to be paid in each university (Campus Europae will, on the long run, ask to its students to pay the tuition fees not in their home university but rather in their “foster” higher education institution). So by now we will know what the yearly budget of a student from each city will be:



graphic 3: average annual living costs for students in the different CE cities per year. The light grey bar in the graphics concerns annual costs including accommodation while the dark grey bar does not take in account this category.

To finish we will simply calculate the differences between the several “living costs baskets” for both scenarios:

table 1: simulation of the average monthly living costs for students moving between CE-cities (< 75 haven't been considered); the “max” category takes in consideration the extra

EURO	Aveiro	Kaunas	Minsk	Greifsw.	Hamburg	Liège	Limerick	Luxemb.	Nancy	Novi Sad	Riga	Trento
Aveiro		0	0	0	175	158	245	125	145	0	0	125
Aveiro max		0	0	190	365	348	435	315	335	0	102	315
Kaunas	145		0	145	320	303	390	270	290	0	0	270
Kaunas max	295		140	295	470	453	540	420	440	175	207	420
Minsk	155	0		155	330	313	400	280	300	0	0	280
Minsk max	405	260		405	580	563	650	530	550	285	317	530
Greifswald	0	0	0		175	158	245	125	145	0	0	125
Greifswald max	235	90	80		410	393	480	360	380	115	147	360
Hamburg	0	0	0	0		0	0	0	0	0	0	0
Hamburg max	155	0	0	155		313	400	280	300	0	0	280
Liège	0	0	0	0	0		87	0	0	0	0	0
Liège max	92	0	0	92	267		337	217	237	0	0	217
Limerick	0	0	0	0	0	0		0	0	0	0	0
Limerick max	0	0	0	0	205	188		155	175	0	0	155
Luxemb.	0	0	0	0	0	0	120		0	0	0	0
Luxemb. max	175	0	0	175	350	333	420		320	0	87	300
Nancy	0	0	0	0	0	0	100	0		0	0	0
Nancy max	125	0	0	125	300	283	370	250		0	87	250
Novi Sad	120	0	0	120	295	278	365	245	265		0	245
Novi Sad max	245	100	90	245	420	403	490	370	390		157	370
Riga	88	0	0	88	263	246	333	213	233	0		213
Riga max	155	0	0	155	330	313	400	280	300	0		280
Trento	0	0	0	0	0	0	120	0	0	0	0	
Trento max	125	0	0	125	300	283	370	250	270	0	0	

expenses with accommodation that students who live with their families will have to cope with abroad

We have reached the end of the road without having felt the need to deal with GNP's or any other technicalities but succeeding in perceiving the real amount of money that students will find in their pockets when moving between different universities, cities and countries. As said before we are very aware about the need to guarantee the credibility of the values that are being used in these calculations – so we will do our best to keep them updated and to improve their precision as time goes by. Some shortcomings should also be diagnosed right away, being the most obvious one the fact that the values re-

corded for accommodation in Minsk refer to the arrangements made to host CE movers and do not meet the actual prices in the local accommodation market which are much lower. This biases the whole process of calculating the financial support that a student coming from Minsk will need when he reaches a different city but this is an easily upgradeable point of the document in a near future. Another critical aspect is the fact that we haven't calculated the amount of money to be provided for one round trip between the departure location and the future place of study – nevertheless this cost should be added to the mobility financial support whenever the student qualifies to receive some and, last but not least, that in some cases it is still not clear the amount of tuition fees to be paid by CE movers in some of their possible university-destinations within the network.

As far as conclusions are concerned we believe the numbers speak fluently by themselves to some extent. However some very important outcomes should be highlighted:

- a] The values estimated by the CE-SC clearly indicate that the costs of mobility are rather diverse – as a consequence the needs (of support) of such students also reflect such diversity;
- b] The currently existing social support systems are unable to cope with the need to address costs that are often much higher than the available grants – so it is plausible to say that such organizational shortcomings are actually putting a damper on the very low mobility rates achieved so far;
- c] It is only fair to demand that the support/grants given to students who go abroad will be enough to cover the extra expenses that such students will have to deal with – but in the cases where the expenses are irrelevant or when the students end up saving money by going to a cheaper city it will be better to save such resources rather than giving away symbolic grants. This is because we find that the priority should be given in supporting the ones who really will depend on financial support to be able to go away; the efficient management of the available funds should also be a high-level priority, due to the deficit of sufficient support to achieve CE ambitious goals;
- d] Furthermore we stand for that the grants should be given away by combining the living costs analysis with the students social background. As therefore it is necessary to redesign the existing systems so that they will be able to provide individually-costumed grants;
- e] Although for many students these conclusions may mean that they may no longer be entitled to direct financial support when they move away (namely the ones coming from cities/countries where the living costs are higher and are going to equally or less expensive destinations) the importance of the grants currently being given should

be put in perspective as for such students it may be more attractive to enrol in a well structured mobility plan where all the factors are superiorly organized (from recognition to fairly priced accommodation) than to receive little financial support. This way giving some high grants won't mean that the system will be financially unbalanced;

5___ **Actions that should be taken ...**

1. by the CE-SC:

- a] It is necessary to keep in mind the need to continue to develop this project, namely by increasing the sample of students providing information about their living costs, both at their native universities and when they are studying abroad. This information should be kept in a database publicly available and regularly updated. It would also be important to cooperate with social scientists so that an extensive and rigorous comprehension of the gathered data can be achieved;
- b] It is crucial to increase the detailed knowledge of how the social support for international mobility is managed in all countries that participate in the CE project. By this the best and most successful practices can be taken in the account when developing a new and more fair method to allocate grants and support;
- c] The CE-SC should take the initiative of presenting this document to other student organizations and political decision-makers and to discuss with them how these conclusions can positively influence their agendas and initiatives.

2. by the EUF, member Universities, Governments and the European Commission:

- a] the EUF should adopt a clear strategy on how it intends to deal and develop the "social dimension" within the Campus Europae project and keep this concern on the top of its agenda;
- b] only an active commitment of all participating Universities can provide the practical groundwork for this discussion. As therefore is it very much needed that their most experienced and skilled human resources will be engaged in the debate and that any conclusions commonly reached will be actively supported and implemented;
- c] allowing and encouraging all students to participate in educational mobility programs will prove decisive for their personal, academic and professional development – and vital for the development of an European citizenship. But it will not be possible to incorporate such audacious goal as an integral part of higher education in Europe

without stronger political and financial support (both at national and European levels). Although other forms of financing (that do not interfere with the widely accepted principle of education being a “public good”) may be considered it is necessary that the politicians who are often uneasy with demands for more support and funds ask themselves if the Lisbon Summit Agenda for 2010 and the perpetual building of a stronger, bigger and united Europe are reachable without such investment;

d] last but not least it is necessary to guarantee the support so that projects like Campus Europae can contribute for the development of new, creative and bold solutions to the challenges laid by the Bologna Process, as their successful developments can later be used by all the actors in the higher education field.

6__ Conclusion

As we reach the end of this policy paper we are convinced that deepening the discussion and developing the so called “social dimension” is not only necessary in itself but also a fundamental step to win the cooperation of some of the (open-minded) critics of the Bologna Process.

It seems clear that the funds available nowadays are not being used to its fullest potential as the support to the ones who have to face higher costs for mobility is often insufficient. As therefore the CE-SC expresses that it would be of interest to develop a second grant system generation capable of providing more competent help to the students who cannot afford to engage in mobility programs by themselves. The basis of such a grant system could be inspired in our work on how to determine the living costs differences, combined with the know-how of each university services in evaluating the social background of their students.

If such reorganization will be undertaken seriously and successfully we believe that the real costs of mobility can, in the future, be fully supported by such an improved grant system – and that may very well promote both a takeoff on the percentage of students going abroad as well as allow that students coming from less favoured social backgrounds can participate more than they do today, adding some social justice to a problem that seems to be critical (at least at some) of the countries considered. Subsequently the CE-SC shall strive for the experimental settlement of new policies and criteria in this field.

Publishing Information

European University Foundation [EUF]

Château de Munsbach

31, Rue du Parc

L-5374 Munsbach

Phone +352 - 261510

Fax +352 - 26151032

contact@campuseuropae.org

www.campuseuropae.org

Designed by: Agentur an der Ruhr

up@aadr.de

2.2005