

PRELIMINARY DRAFT

Fees and student support in Europe

An exploratory study prepared for the European University
Association by Stella Kefala

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1 INTRODUCTION

It is almost a truism to acknowledge that the goals of creating a 'European Higher Education Area' and a 'European Research Area' cannot be achieved without ensuring sufficient funding sources for Higher Education Institutions (HEIs). Financing higher education is a topic of major concern throughout the continent. Recognising the key role that European universities are expected to play in achieving the strategic goals set in the Lisbon European Council, the financial sustainability of universities and other higher education institutions has become a salient issue for policy makers, as well as for those who govern and manage these institutions, while the question of how learners are to be financed is an issue that directly or indirectly affects every citizen.

Especially at a time when the emergence of knowledge-based societies has led to a rise in demand for higher education, and also taking into consideration the constraints on public funds, the need to ensure sufficient and sustainable resources is imperative. As education policy is a national concern, it is unsurprising that until now national debates have generally tended to pay insufficient attention to the implications of higher education funding policy upon European developments. Yet many of the issues and funding challenges are shared across Europe, and there is a need for serious discussion also among Europe's institutions, students and citizens on how to best ensure adequate funding for higher education in the future.

Given this background, EUA considers it essential for the higher education sector to make its contribution to this complex debate. For the first time, the topic of HE funding was addressed by the EUA membership in the Glasgow Convention (March-April 2005) which concluded that "Europe's universities are not sufficiently funded and cannot be expected to compete with other systems without comparable levels of funding". The Glasgow Declaration also calls on governments "to view higher education and research budgets as an investment in the future".

2 GOALS AND METHODOLOGY

EUA has prepared this overview study on tuition fees and student support policies in Europe as background information for the larger higher education funding debates. This short report compiles the outcomes of a survey to which 27 National Rectors' Conferences responded¹. The survey was

¹ Rectors Conferences who provided information are: Austria, Belgian Dutch-speaking community, Bulgaria, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Netherlands, Norway, Poland, Portugal, Slovakia, Slovenia, Spain, Sweden, Switzerland, Turkey, United Kingdom

conducted through a short questionnaire (appendix 1) designed specifically for this project through which EUA aimed to gather readily available national level data regarding:

- The expenditure on higher education institutions
- The public and private sources of funding
- The general trends and ongoing debates regarding the introduction of tuition fees
- The national policies of financial assistance through grants and student loans

The data provided in answer to this questionnaire were compared with other publicly accessible information - notably OECD data - and where differences were found in the information, Rectors Conferences were contacted either in writing or by telephone in order to clarify the discrepancies. In some cases, differences were explained by the fact that Rectors Conferences provided information only on university funding, rather than on the funding of the spectrum of higher education institutions in the national system, or in other cases figures would relate to public grants for teaching without taking account of other public and private sources of funding – in particular for research and innovation. It quickly became clear that, as the information sources available to Rectors Conferences are not organised in a comparable way in European countries, this poses extremely important limitations to any attempt to compare information between countries. It also became evident in discussing funding systems that there are many particular features to national systems which need to be seen together in order to have an accurate understanding of how funding really impacts upon institutions and students.

Given the necessary limitations in scope of this EUA survey, the aim of this report is to provide EUA' s members with a general picture of the current situation in higher education financing in a number of European countries. Given the high degree of heterogeneity between the national higher education systems, an extensive and detailed analysis of the situation in each country is not within the scope of this study. On the contrary, this study is limited to presenting key information regarding tuition fee and student support policies of the countries in a simple and comprehensible way. There are no attempts to draw “conclusions” from the data, and the aim is simply to help describe the evolving reality.

3 EXPENDITURE ON HIGHER EDUCATION

Sources of funding of higher education can be broadly grouped into two categories: public and private. Public sources come from central, regional and local authorities whereas private sources are the students (and/or the students' families) as well as the business sector and non-governmental bodies. The relative importance of each of these sources and the funding structure and policies vary from one country to another. Nevertheless, the overall impression in Europe is clearly that higher education is predominantly financed from public sources.

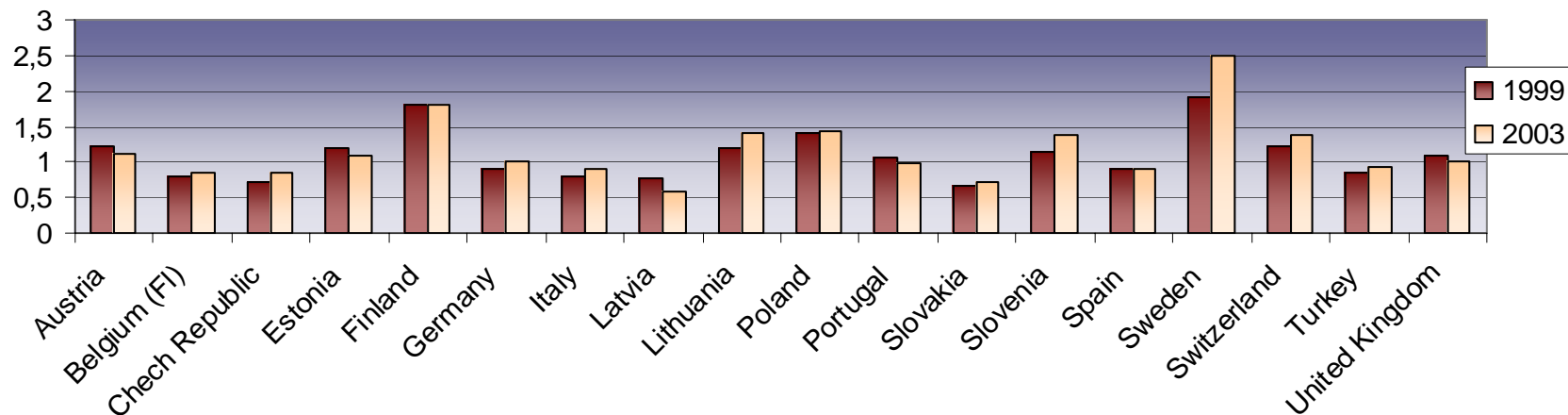
The table below shows *the expenditure on higher education institutions* (for 1999 and 2003) as a percentage of the Gross Domestic Product (GDP) in each one of the countries participating in EUA's survey. The figures that have been provided are based to the OECD definition for expenditure on HEIs (Education at a Glance-OECD Indicators 2004) according to which:

- Expenditure on HEIs includes expenditure on educational core services (teaching), research and development, as well as ancillary services (e.g. vocational or psychological counselling, financial aid to students, student meals and housing, transportation etc) to the extent that these services are provided by the institutions.
- Expenditure can be either public (e.g. subsidies to households and other entities for tuition fees and other payments to HEIs) or private (e.g. payments from households and other private entities to HEIs).
- Expenditure on educational goods and services that occurs outside educational institutions is excluded even if it is publicly subsidised (e.g. private tutoring outside educational institutions)

From the 27 countries participating to the EUA's survey, 18 countries (i.e. Austria, Belgium-Flemish Community, Czech Republic, Estonia, Finland, Germany, Italy, Latvia, Lithuania, Poland, Portugal, Slovakia, Slovenia, Spain, Sweden, Switzerland, Turkey and United Kingdom) have responded according to the OECD definition. 5 countries (Bulgaria, Denmark, France, Ireland, Iceland) were unable to provide comparable data, while a number of countries (Greece, Netherlands, Norway, and Luxemburg) are not represented in the Table 1 (page 7) as no data were available.

Table 1

Expenditure on Higher Education Institutions as a % of GDP



COMMENTS

Belgium (Dutch speaking community)

The figures include only public (no private) expenditure for all tertiary education

Czech Republic

The figures include only public expenditure (no private) for all tertiary education

Italy

No data available for 1999 and 2003 but for 1995 and 2001 respectively

Greece, Norway, Netherlands, Luxemburg

No data available

Bulgaria, Denmark, France, Ireland, Iceland

No comparable data available

Table 2

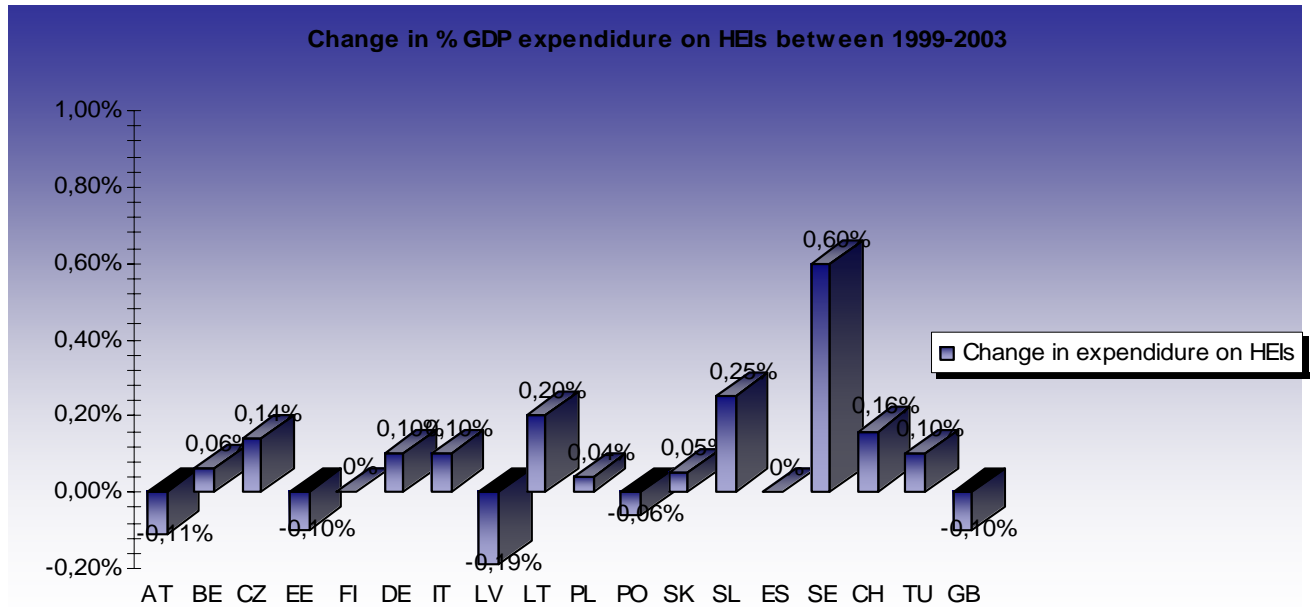


Table 2 presents the change in the proportion of GDP spent on HEIs between 1999 and 2003. The following observations can be made:

- In five countries there has been a decrease in the expenditure on HE as % of GDP between 1999 and 2003 (Austria, Estonia, Latvia, Portugal, United Kingdom)
- In two countries (Finland, Spain) the %GDP expenditure on HEIs has remained unchanged between 1999 and 2003.
- In six countries the proportion (%) of GDP spent on HEIs has increased slightly between 1999 and 2003 (Belgium (Dutch speaking Community), Germany, Italy, Poland, Slovakia and Turkey). The increase ranges from 0.04% in Poland to 0.1% in Germany, Italy and Turkey.
- In five countries (Czech Republic, Lithuania, Slovenia, Sweden, Switzerland) there has been an increase in the %GDP expenditure on HEIs ranging from 0.14% in Cz. Republic to 0.6% in Sweden.
- The average for percentage of GDP spent on HEIs in 1999 is 1.08% and 1.16% in 2003. This percentage is lower than the OECD average which was at 1.7% in 2000, while Canada and United States spend around 2,5% of GDP on higher education

TUITION FEES

Traditionally in Europe, the funding of higher education has been viewed as a government responsibility, and in most countries students have not been required to make contributions to the costs of their tuition. For instance, from the 27 countries participating in the EUA survey, only seven countries charge tuition fees to *all* higher education students, seven countries charge tuition fees to *some* students (the criteria that define fee-payers will be discussed later) whereas thirteen countries do not charge fees for tuition.

Figure 1

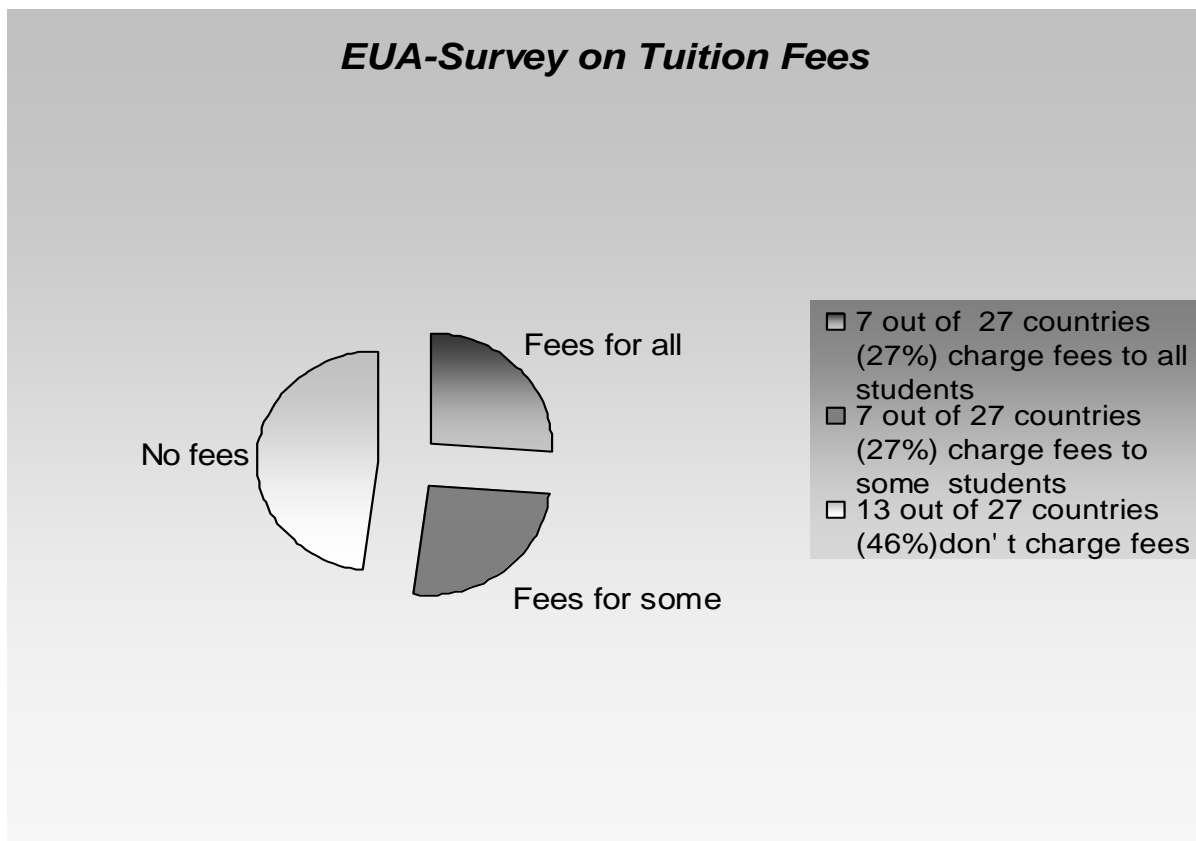


Table 3

COUNTRIES WHERE ALL STUDENTS PAY FEES

<i>COUNTRY</i>	<i>% OF TOTAL COSTS OF HE THAT FEES COVER</i>	<i>DIFFERENTIATION BETWEEN HOME/EU AND OVERSEAS STUDENTS</i>
<i>AUSTRIA</i>	6.4%	Yes
<i>BULGARIA</i>	30%	Yes
<i>NETHERLANDS</i>	<i>Not available</i>	Yes
<i>PORTUGAL</i>	12%	
<i>SWITZERLAND</i>	<3%	<i>Yes (in some Institutions)</i>
<i>TURKEY</i>	9.2%	Yes
<i>UNITED KINGDOM</i>	24%	Yes

This table shows that in Austria, Bulgaria and the United Kingdom a variable fee regime is being operated. More specifically, in Austria overseas students have to pay double the national tuition fee, although students from the least developed countries are exempt from tuition fees and are only required to pay the Austrian Student Association fee. In Bulgaria, overseas students have to cover the total cost of their studies, while home students pay a much smaller fee amount (about €100 per semester). Finally, UK institutions apply variable fees to non-EU students as well. From 2006, however, deferred fees will be charged also to full-time undergraduate home/EU students. More specifically, from 2006, the upfront flat fee will be replaced with a variable fee between 0 and £3000 per year. Within those limits, each university in the UK can set the fee for each of its courses. Students can pay the fee upfront or take a loan. In the latter case the student loans administration pays the fee directly to the university while students will start paying back the loans after they leave university, and after they start earning above an income threshold. In other words, repayments will be linked to earnings and will be made through the tax system.

In addition to the countries that charge fees to all higher education students, in some countries' public higher education institutions there are both state-supported and fee-paying students. This is the case for Estonia, Italy, Latvia, Lithuania, Poland, Slovenia, and Spain (see figure 2, page 9). The table below shows the main criteria used to define fee-payers in each country as well as the percentage of students that contribute to the costs of their studies.

Once again, a great diversity between national higher education systems is evident: in Baltic countries (Estonia, Latvia, Lithuania), for instance, students can be totally exempt from fees according to their academic results, whereas in Italy and Spain fee-payment is mainly determined

by the financial circumstances of the student and his/her family. Moreover, in Poland home students at public HEIs pay fees if they are enrolled in evening or extramural study programmes while non-EU students are all required to pay fees. In Slovenia, finally, students of first cycle study programs pay fees only if they are part-time or non EU students while fees are charged to all students of second/third cycle study programs. The percentage of the total costs of HE that fees cover ranges from 9.4% in Spain to 38.9% in Poland. It should be noted however that the figures provided depend on how the term 'higher education' has been interpreted.

Table 4

COUNTRIES WHERE SOME STUDENTS PAY FEES

COUNTRY	% OF TOTAL COSTS OF HE THAT FEES COVER	% OF STUDENTS THAT PAY FEES	CRITERIA THAT DEFINE FEE- PAYERS	DIFFERENTIATION BETWEEN HOME/EU AND OVERSEAS STUDENTS
ESTONIA	<i>not available</i>	50%	<i>academic achievement</i>	No
ITALY	15 %	72%	<i>income-related criteria & academic achievement</i>	No
LATVIA	32.7%	76%	<i>academic achievement</i>	No
LITHUANIA	<i>not available</i>	45.3%	<i>academic achievement</i>	No
POLAND	38.9%	58.9%	<i>part-time/extramural study programs</i>	Yes
SLOVENIA	<i>not available</i>	30%	<i>part-time study programs</i>	Yes
SPAIN	9.4%	75%	<i>income-related criteria & academic achievement</i>	No

COUNTRIES WHERE FEES ARE NOT CHARGED AND TRENDS REGARDING THEIR INTRODUCTION

From the countries participating in EUA' s survey the large majority (46%) do not generally charge tuition fees to higher education students. More specifically, in the Nordic Countries, in Germany in the Czech and Slovak Republic students pay no tuition fees in public HEIs. In some other countries like Greece, Ireland and Luxemburg fees are charged only to

second/third cycle study programs or are charged only to overseas students. Finally, in France and Belgium (Dutch speaking community) students have to pay only small registration fees.

However, at a time when social demands are growing, and when universities and other higher education institutions are faced with important resource constraints, debates regarding the introduction of fees are intensifying even in countries where tuition fees are currently prohibited in order to ensure egalitarian access to higher education. The following national examples illustrate that the pace of change is accelerating in many countries.

Germany

Currently, German state universities do not charge tuition fees except in the case of continuing education programmes. However, following a Constitutional Court verdict on the issue of legality of tuition fees, a proportion of Germany's students may in future have to pay fees. More specifically, in its 26 January verdict, the Federal Constitutional Court ruled that the prohibition of fees for first degree studies is illegal as this is in contradiction to the constitutional rights of the German Länder to regulate higher education. The court became involved in the matter after six regional states (Baden Württemberg, Bavaria, Hamburg, Saarland, Saxony and Saxony Anhalt) had taken legal action against the federal government's ban on fees imposed in 2002. Following the court's ruling, three of the six states that had mounted the challenge –Bavaria, Baden Württemberg and Hamburg- have announced their intention to introduce fees soon. Yet, a number of key questions remain unclear and are to be specified in the following months.

Slovakia

On 17 May 2005, the Slovak Parliament rejected a proposal on university tuition fees (of the 146 present MPs, 62 voted in favour and 79 against). Since 2003 the Slovak Ministry of Education has been trying to introduce tuition fees at higher education institutions proposing an Act on Students' Loans. Under the last draft act, university undergraduates would have had to pay up to Sk 26.000 (€ 650) per academic year starting in September 2005. This sum is 30% of the total education cost per student in an academic year. The draft would also introduce a system of loans and social stipends (about 30% of students are supposed to receive social stipends). However, after the Parliamentary decision, the imposition of tuition fees is suspended at least for the moment.

Nordic Countries

The political climate and history in all the Nordic countries (i.e. Denmark, Finland, Iceland, Norway, and Sweden) make the idea of charging tuition fees for higher education highly

controversial. However, although some years ago the introduction of tuition fees was practically unthinkable, currently in some of these countries there are ongoing debates regarding the introduction of tuition fees for some students/purposes. In particular, in Denmark, Finland and Sweden the issue of charging students from outside the EU-EEA area the full cost of their education has been raised. The Finnish Ministry of Education; for instance, has set up a working group to explore the possibility of introducing tuition fees on overseas students and also to evaluate the impact of introducing fees on the internationalization of the Finnish higher education. At the same time, however, it is argued that the imposition of any fees should be accompanied by a number of stipends that will allow universities to attract qualified applicants from outside the EU. In addition, as far as Iceland is concerned, the Ministry of Education has suggested the possibility for state HEIs to charge tuition for some graduate study programmes. In any case, the introduction of fees is an issue that would require a substantial shift on the political level given the strong resistance from society and student unions.

5 STUDENT SUPPORT SYSTEMS

Many countries have fairly comprehensive student support mechanisms to ensure that higher education remains accessible to any student with the potential and desire to benefit, regardless of his/hers or his/her family's income. Especially in countries where some form of tuition fees are charged, student support systems-and in particular public grants substitute for the missing student contribution and ensure egalitarian access to higher education. Indeed, of the 27 countries participating to the EUA's survey, 26 countries provide financial assistance in the form of grants, 18 countries have a student-loan system and 17 countries have both a grant and loan-system.

As shown in Table 5, with the exception of Iceland, all the other countries provide direct financial support to HE students through grants. However, it can be noticed that there is wide range of practice in providing assistance in the forms of grants. The following comments can be made:

- There two types of governmentally provided grants: grants awarded on social criteria (means-tested) and grants awarded on university criteria (merit-based).

- 18 countries out of the 26 (i.e. 69%) provide need-based (or means tested) grants.

- 5 countries out of the 26 (i.e. 19%) provide merit based grants, from which the majority are Central Eastern European countries (Estonia, Latvia, Slovenia).

- In the Nordic countries (with the exception of Iceland that does not have a grant-system) almost 100% of students receive grants that are either merit-based (Norway, Sweden) or awarded to all students (Denmark, Finland).

- The percentage of students benefiting from financial assistance through state grants ranges from 5.8% in Turkey to 100% in the Nordic countries and in Netherlands.

Table 5

NATIONAL POLICIES OF FINANCIAL ASSISTANCE TO HE STUDENTS THROUGH GRANTS

COUNTRY	%OF STUDENTS RECEIVING GRANTS	MAIN CRITERION FOR AWARDING GRANTS	COSTS THAT GRANTS ARE INTENDED TO COVER	INTERNATIONAL STUDENTS ELIGIBLE FOR GRANTS	NATIONAL STUDENTS STUDYING ABROAD ELIGIBLE FOR GRANTS
AUSTRIA	15.5%	<i>need-based</i>	<i>costs of tuition & living costs</i>	<i>No</i>	<i>Yes, but for four semesters of study</i>
BELGIUM (DUTCH SPEAKING COMMUNITY)	23.9%	<i>need-based</i>	<i>costs of tuition & living costs</i>	<i>Not answered</i>	<i>Yes</i>
BULGARIA	18%	<i>need-based</i>	<i>costs of tuition & living costs (partially)</i>	<i>Yes, under specific terms and conditions</i>	<i>Yes, under specific terms/intergovernmental agreements</i>
CZECH REPUBLIC	<i>Not available</i>	<i>need-based</i>	<i>living costs</i>	<i>Yes</i>	<i>Yes</i>
DENMARK	90%	<i>awarded to all students</i>	<i>living costs</i>	<i>No</i>	<i>Yes</i>
ESTONIA	15%	<i>academic merit</i>	<i>living costs</i>	<i>Yes</i>	<i>Yes</i>
FINLAND	100%	<i>awarded to all students</i>	<i>living costs</i>	<i>Yes, under specific terms</i>	<i>Yes</i>
FRANCE	23.1%	<i>need-based</i>	<i>costs of tuition & living costs</i>	<i>Yes</i>	<i>No</i>
GERMANY	18%	<i>need-based</i>	<i>living costs</i>	<i>No</i>	<i>Yes</i>
GREECE	40%	<i>need-based</i>	<i>living costs</i>	<i>No</i>	<i>No</i>
ICELAND	<i>No grant system</i>				
IRELAND	34%	<i>need-based</i>	<i>living costs</i>	<i>Only EU/EEA students</i>	<i>Yes, if they study in specific EU institutions</i>
ITALY	12%	<i>need-based</i>	<i>costs of tuition & living costs</i>	<i>Yes</i>	<i>Yes</i>
LATVIA	8%	<i>academic merit</i>	<i>living costs</i>	<i>No</i>	<i>No</i>
LITHUANIA	35%	<i>need-based</i>	<i>Not answered</i>	<i>No</i>	<i>No</i>
LUXEMBURG	<i>Not available</i>	<i>need-based</i>	<i>costs of tuition & living costs</i>	<i>Yes</i>	<i>Yes</i>

COUNTRY	%OF STUDENTS RECEIVING GRANTS	MAIN CRITERION FOR AWARDING GRANTS	COSTS THAT GRANTS ARE INTENDED TO COVER	INTERNATIONAL STUDENTS ELIGIBLE FOR GRANTS	NATIONAL STUDENTS STUDYING ABROAD ELIGIBLE FOR GRANTS
NETHERLANDS	75%	Basic grant: awarded to all students Supplementary grant: need based	costs of tuition & living costs	i) EER students eligible for a Raulin grant ii) EU migrant workers eligible for full student support	Yes, if they study in Belgium or Germany or if they study in specific faculties
NORWAY	100%	academic merit	living costs	Yes, under specific terms	Yes
POLAND	14%	need-based	living costs partially	eligible for grants based on academic merit or sport achievements	Not answered
PORTUGAL	15%	need-based	living costs	No	Yes
SLOVAKIA	10.3%	need-based	living costs	No	No
SLOVENIA	10%	academic merit	living costs	Yes	Yes
SPAIN	14.27%	need-based	costs of tuition & living costs	No	No
SWEDEN	≈ 100%	academic merit	living costs	No	Yes
SWITZERLAND	Not available	need-based	living costs	No	No
TURKEY	5.8%	need-based	costs of tuition & living costs	No	No
UNITED KINGDOM	25%	need-based	living costs	No	No

In addition to grants, student loan schemes have been established in several European countries and experience with student loans suggests that, if well designed and efficiently administered, loans can help facilitate cost recovery and improve equity. Table 6 presents basic information regarding the student loan schemes in the countries of our survey (it should be noted, however, that the information provided is not extensive as it is not within the scope of this report to present an in-depth analysis of the national policies of student support). As indicated by the Table:

- 67% of the countries participating in the survey have a student-loan system
- From the countries that award student loans, six countries provide income-contingent loans, Sweden awards merit-based loans while in most countries (10 out of 19) all students are eligible to state loans.

■ The percentage of students receiving loans ranges from 0.12% in France to 100% in Luxembourg.

■ In some countries the policy of providing state guaranteed student loans through commercial banks is being implemented. (Finland, Estonia, Latvia, Poland).

Table 6

NATIONAL POLICIES OF FINANCIAL SUPPORT TO HE STUDENTS THROUGH STATE LOANS

COUNTRY	% OF STUDENTS RECEIVING STATE LOANS	CRITERIA FOR AWARDING STATE LOANS	COSTS THAT STATE INTENDED TO COVER	INTERNATIONAL STUDENTS ELIGIBLE FOR STATE LOANS	NATIONAL STUDENTS STUDYING ABROAD ELIGIBLE FOR LOANS
AUSTRIA			<i>No loan system</i>		
BULGARIA			<i>No loan system</i>		
BELGIUM (DUTCH SPEAKING COMMUNITY)			<i>No loan system</i>		
CZECH REPUBLIC			<i>No loan system</i>		
DENMARK	50%	<i>open to all students</i>	<i>living costs</i>	<i>No</i>	<i>Yes</i>
ESTONIA	<i>not available</i>	<i>open to all students</i>	<i>costs of tuition & living costs</i>	<i>Not answered</i>	<i>Yes</i>
FINLAND	48%	<i>open to all students</i>	<i>living costs</i>	<i>Yes, , under specific terms</i>	<i>Yes</i>
FRANCE	0.12%	<i>open to all students</i>	<i>living costs</i>	<i>No</i>	<i>No</i>
GERMANY	18%	<i>financial need</i>	<i>living costs</i>	<i>No</i>	<i>Yes</i>
GREECE	5%	<i>financial need</i>	<i>living costs</i>	<i>No</i>	<i>No</i>
ICELAND	37%	<i>open to all students</i>	<i>costs of tuition & living costs</i>	<i>Yes, in some cases</i>	<i>Yes</i>
IRELAND			<i>No loan system</i>		
ITALY			<i>Students receive loans from the state but more information is not available</i>		

COUNTRY	% OF STUDENTS RECEIVING STATE LOANS	CRITERIA FOR AWARDING STATE LOANS	COSTS THAT STATE LOANS ARE INTENDED TO COVER	INTERNATIONAL STUDENTS ELIGIBLE FOR STATE LOANS	NATIONAL STUDENTS STUDYING ABROAD ELIGIBLE FOR LOANS
LATVIA	20%	<i>Academic performance & financial need</i>	<i>costs of tuition & living costs</i>	<i>Only EU students</i>	<i>Yes</i>
LITHUANIA	6%	<i>open to all students</i>	<i>costs of tuition & living costs</i>	<i>Yes</i>	<i>Yes</i>
LUXEMBURG	100%	<i>open to all students</i>	<i>costs of tuition & living costs</i>	<i>No</i>	<i>Yes</i>
NETHERLANDS	31%	<i>Being full time student within the nominal duration of study or in the additional 6-month period</i>	<i>costs of tuition & living costs</i>	<i>Yes</i>	<i>Yes, some</i>
NORWAY	60%	<i>open to all students</i>	<i>living costs</i>	<i>Yes, under specific terms</i>	<i>Yes</i>
POLAND	<i>not available</i>	<i>financial need</i>	<i>partially living costs</i>	<i>No</i>	<i>No</i>
PORTUGAL			<i>No loan system</i>		
SLOVAKIA	4%	<i>financial need</i>	<i>living costs</i>	<i>Yes, if they have the status of foreign Slovak</i>	<i>Yes</i>
SLOVENIA			<i>No loan system</i>		
SPAIN			<i>No loan system</i>		
SWEDEN	80%	<i>academic merit</i>	<i>living costs</i>	<i>No</i>	<i>Yes</i>
SWITZERLAND			<i>No loan system</i>		
TURKEY	53%	<i>financial need</i>	<i>costs of tuition & living costs</i>	<i>No</i>	<i>No</i>
UNITED KINGDOM	90%	<i>Open to all students</i>	<i>living costs</i>	<i>No</i>	<i>No</i>

APPENDIX 1

QUESTIONNAIRE
FINANCING HIGHER EDUCATION FOR EUROPE
Preparation for EUA Glasgow Convention

1. Trends in state funding and private funding sources

1.1 What is the percentage (%) of Gross Domestic Product (GDP) spent on the higher education sector?

	1990	2000	2004
% of GDP spent on higher education			

1.2 Is information available on the spending per student (full time equivalent) in your higher education system?

	1990	2000	2004
spending per FTE student			

1.3 Currently, are higher education students required to pay fees (not including minor administration charges)?

A. YES, <u>ALL</u> STUDENTS HAVE TO PAY FEES	
B. Yes, <u>some</u> students have to pay fees	
C. No, students do not have to pay fees	

1.3.1 If fees are paid, what percentage of the total costs of higher education do they cover?

1.3.2 If *some* students pay fees (B),

i) What percentage of students pay fees

ii) What are the main criteria used to define fee-payers?

iii) To which cycle(s) of higher education are they applied?

FEES ARE APPLIED TO THE FIRST CYCLE OF HIGHER EDUCATION	
Fees are applied to the second cycle of higher education	
Fees are applied to the third cycle of higher education	

iv) Which categories of students are required to pay fees? (More than one choice possible)

NATIONAL STUDENTS	
European students	
Overseas students	

1.3.3 If fees are not charged, are any national plans being formulated regarding their introduction?

Yes	
------------	--

No	
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If yes, please give details, explaining what percentage of total costs of higher education future fees are planned to cover, and specifying the main motivation to introduce fees (eg public/government unwillingness to finance higher education fully through increased (share of) taxation; ideology of introducing competition and market forces into the higher education sector etc).

2. Student support

2.1 Currently, do students receive financial aid from the state in the form of grants?

Yes	
-----	--

No	
----	--

2.1.1 IF YES, A) WHAT IS THE PERCENTAGE OF STUDENTS RECEIVING GRANTS?

--

b) What is the *main* criterion for awarding grants?

FINANCIAL NEED	
Academic performance	
Other (please specify)	

c) What needs are grants designed to cover?

GRANTS ARE DESIGNED TO COVER COSTS OF TUITION	
Grants are designed to cover living costs	
Other (please specify)	

d) Are students who belong to the following categories eligible for receiving grants?

	YES	NO
International Students		
National students who study abroad (excluding Erasmus students)		

2.2 Currently, do students receive *loans* from the state?

Yes	
------------	--

No	
-----------	--

2.2.1 IF YES, A) WHAT IS THE PERCENTAGE OF STUDENTS RECEIVING STATE LOANS?

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b) What is the *main* criterion for awarding student loans?

OPEN TO ALL STUDENTS	
Financial need	
Academic performance	
Other (please specify)	

c) What needs are loans designed to cover?

LOANS ARE DESIGNED TO COVER COSTS OF TUITION	
Loans are designed to cover living costs	
other (please specify)	

d) Are students who belong to the following categories eligible for receiving loans?

	YES	NO
International Students		
National students who study abroad		

