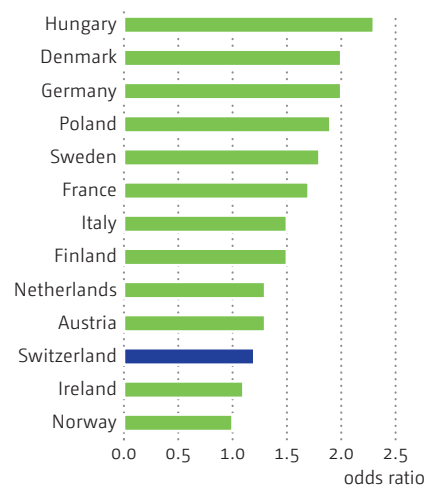


200 Social disparity at universities

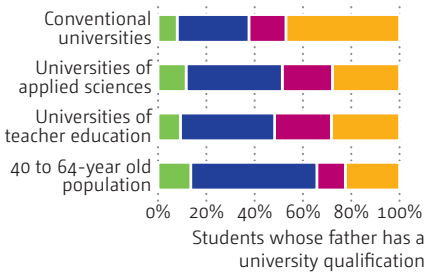
Data: OECD; calculations: SCCRE



**Social disparity** is the relationship between the proportion of students with fathers educated to tertiary level and the proportion of the 40 to 60-year old male resident population with a tertiary qualification.

201 Education background by HEI type, 2013

Data: FSO (SAKE, Social and Economic Conditions of Student Life); calculations: SCCRE



■ Compulsory education  
■ Upper-secondary education  
■ (Tertiary level) professional education  
■ Uni/UAS/UTE

Agri	Agriculture and forestry
Arch	Architecture
Art	Music, theatre and other arts
Bus	Business and services
Chem	Chemistry and life sciences
Des	Design
Econ	Economics
Eng	Engineering (technical sciences)
Hea	Health
Hum	Humanities and social sciences
Law	Law
Ling	Applied linguistics
Med	Medicine and pharmacy
Psy	Applied psychology
Sci	Exact and natural sciences
Soc	Social work
Spo	Sports
Teach	Teacher training
Tech	Technology and IT

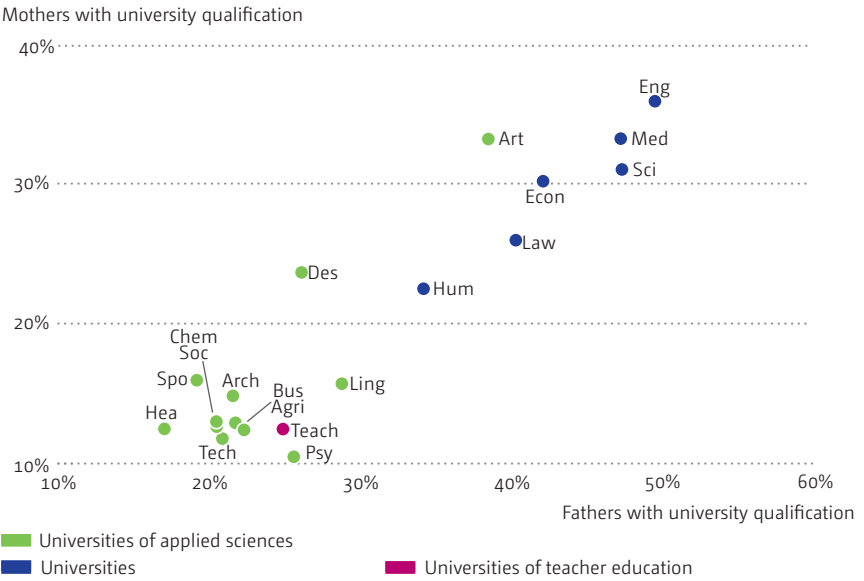
who have received a tertiary education (completion of a university or tertiary level professional education course) is only slightly higher for those attending university than for the comparable population. In Germany and Denmark, in contrast, children of academic families are twice as likely to go on to study in higher education. Nevertheless, in Switzerland the types of HEI attended vary strongly according to the students' social background. While the proportion of UAS and UTE students with academic fathers corresponds largely to the proportion of academics in the corresponding age group of the population, students at conventional universities are significantly more likely to have been born into an academic educated home (→ Figure 201). When taking account of students' fathers' education, there are twice as many students registered at universities with fathers who are academics as there are young people with fathers who have an academic education.

The considerably wider social disparity at conventional universities is down in part to the already socially selective access to baccalaureate schools (Scharenberg, Wohlgemuth & Hupka-Brunner, 2017; Buchmann, Kriesi, Maarten et al., 2016; Felouzis, 2014; Hupka-Brunner & Wohlgemuth, 2014), which are the most important source of admissions to conventional universities. At the same time, research shows that the choice of discipline and type of institution also varies in line with the degree of parental education (Denzler, 2011; Buchmann, Sacchi, Lamprecht et al., 2007).

When investigating the individual disciplines by social background of students, the same picture emerges as in the analysis by type of institution, with just a couple of exceptions. All subjects that are taught at conventional universities or the federal institutes of technology (ETH) are located in the upper right quadrant. These are the subjects studied more frequently by students whose parents have an academic education. The only exception is art, which is taught at universities of applied sciences but has a similar student body to the conventional universities. Humanities and social sciences at universities and the UAS specialising in design occupy the middle ground, while other UAS subjects and UTE teacher training all have lower proportions of students from academic families (→ Figure 202).

202 Education backgrounds of university students by discipline, 2013

Data: FSO (Social and Economic Conditions of Student Life); calculations: SCCRE



■ Universities of applied sciences  
■ Universities  
■ Universities of teacher education