

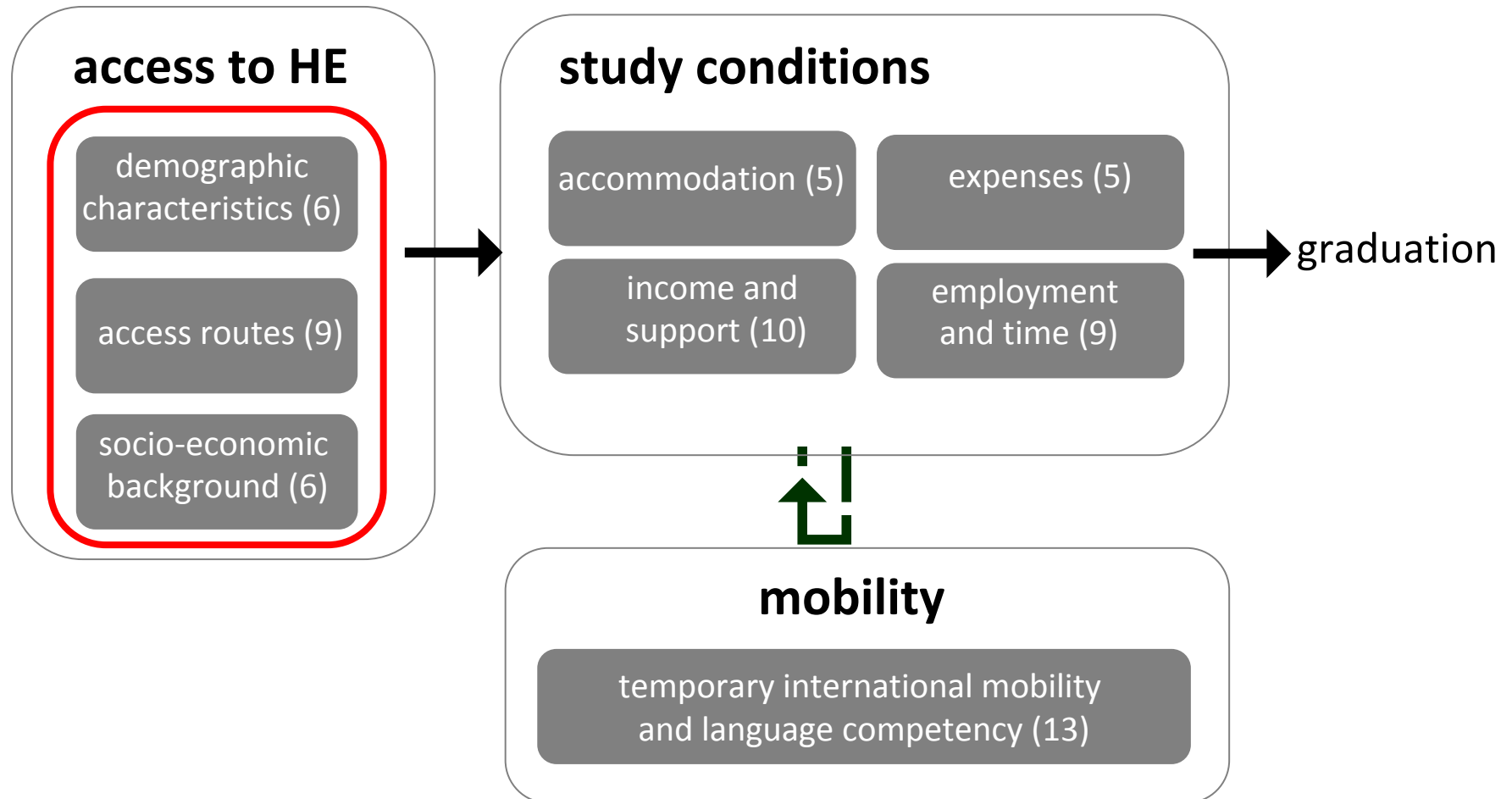
# Final conference EUROSTUDENT III

*Access to higher education within the context of  
participative equity*

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# Access to higher education within the context of participative equity



# Contents

## 1 Demographic characteristics

=> gender, age, students with children

## 2 Access to higher education

=> non-traditional routes, prior work experiences

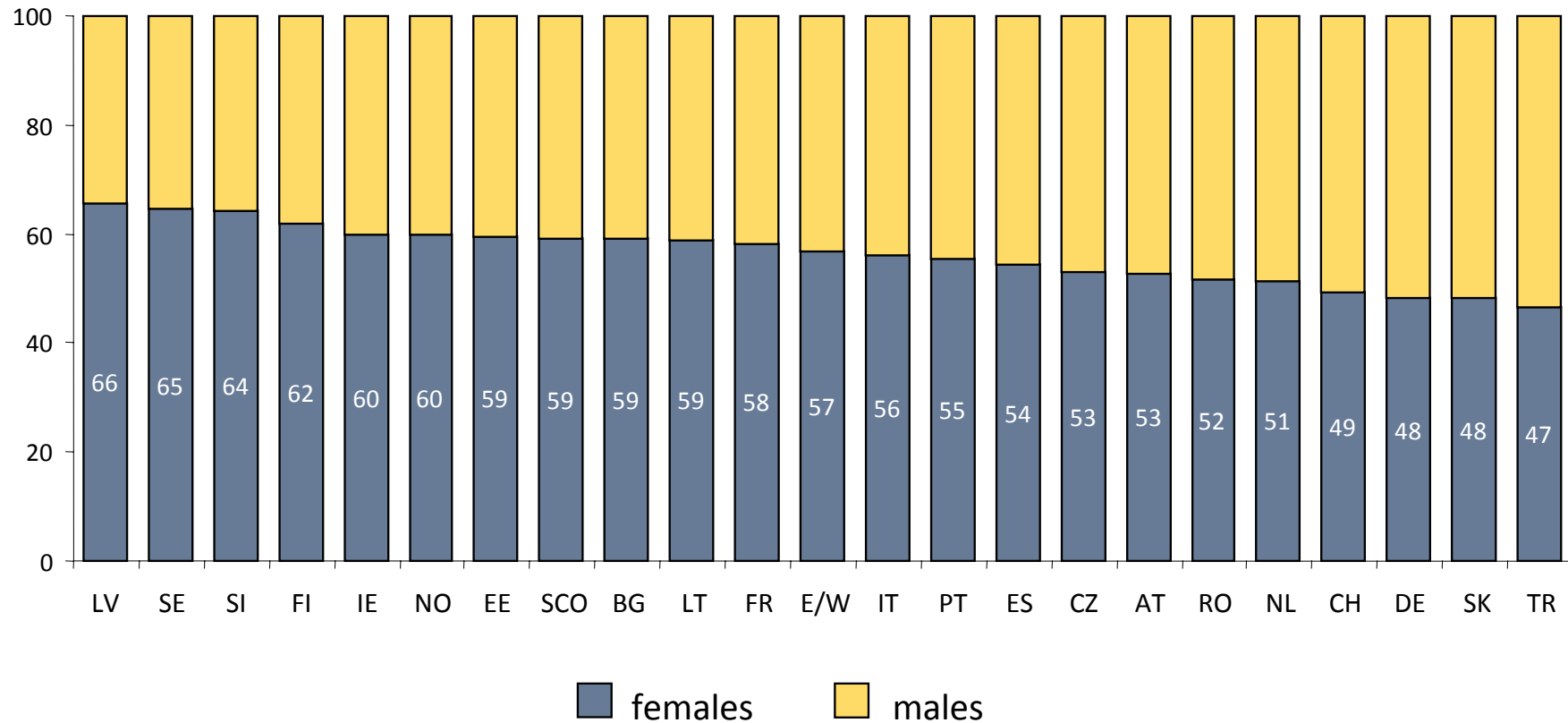
## 3 Structural characteristics of studies

=> degree, student-status

## 4 Social make-up of the student body

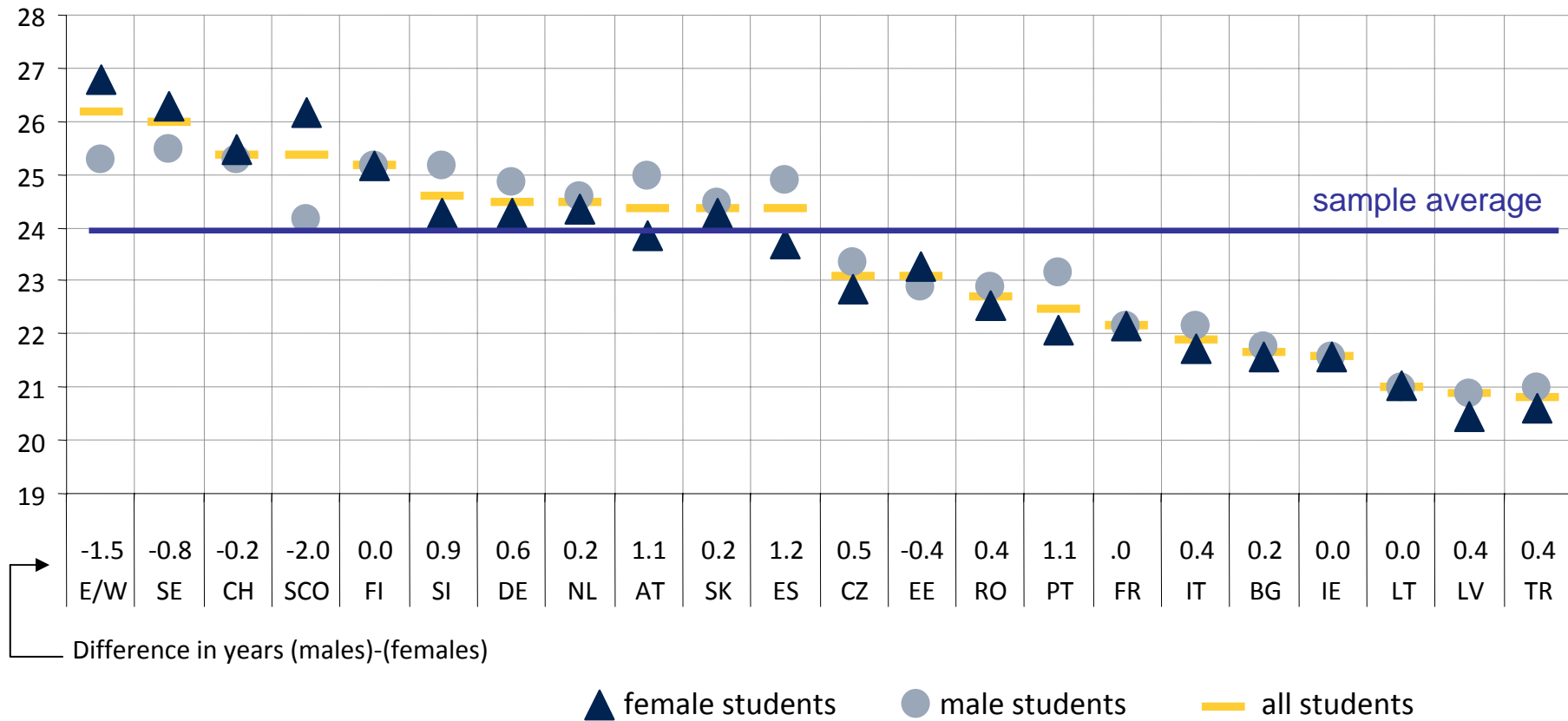
=> education of students' father

# All students - share of male and female students (in %)



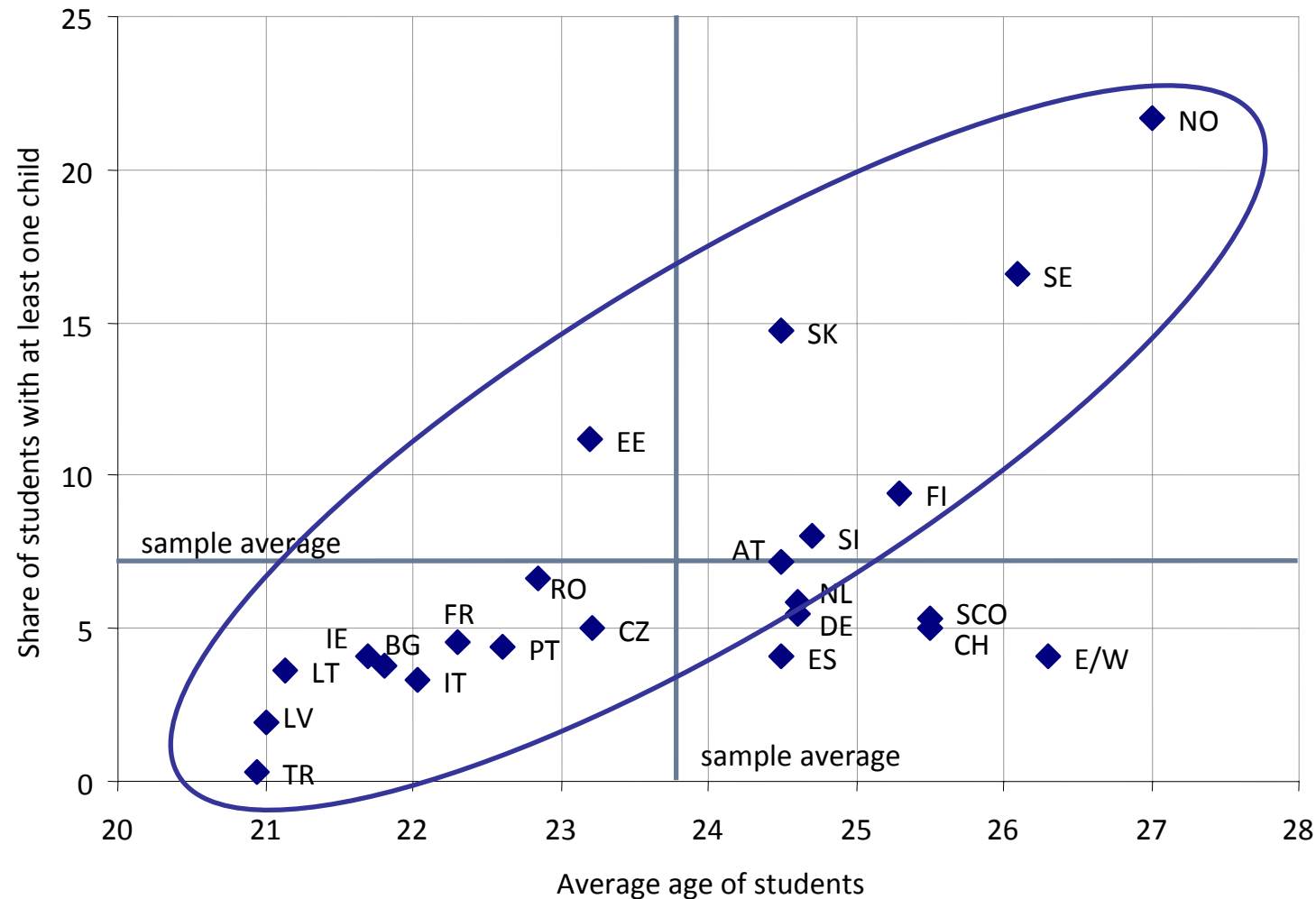
Source: EUROSTUDENT III, Subtopic 1 & 3

# Average age of all students (in years)



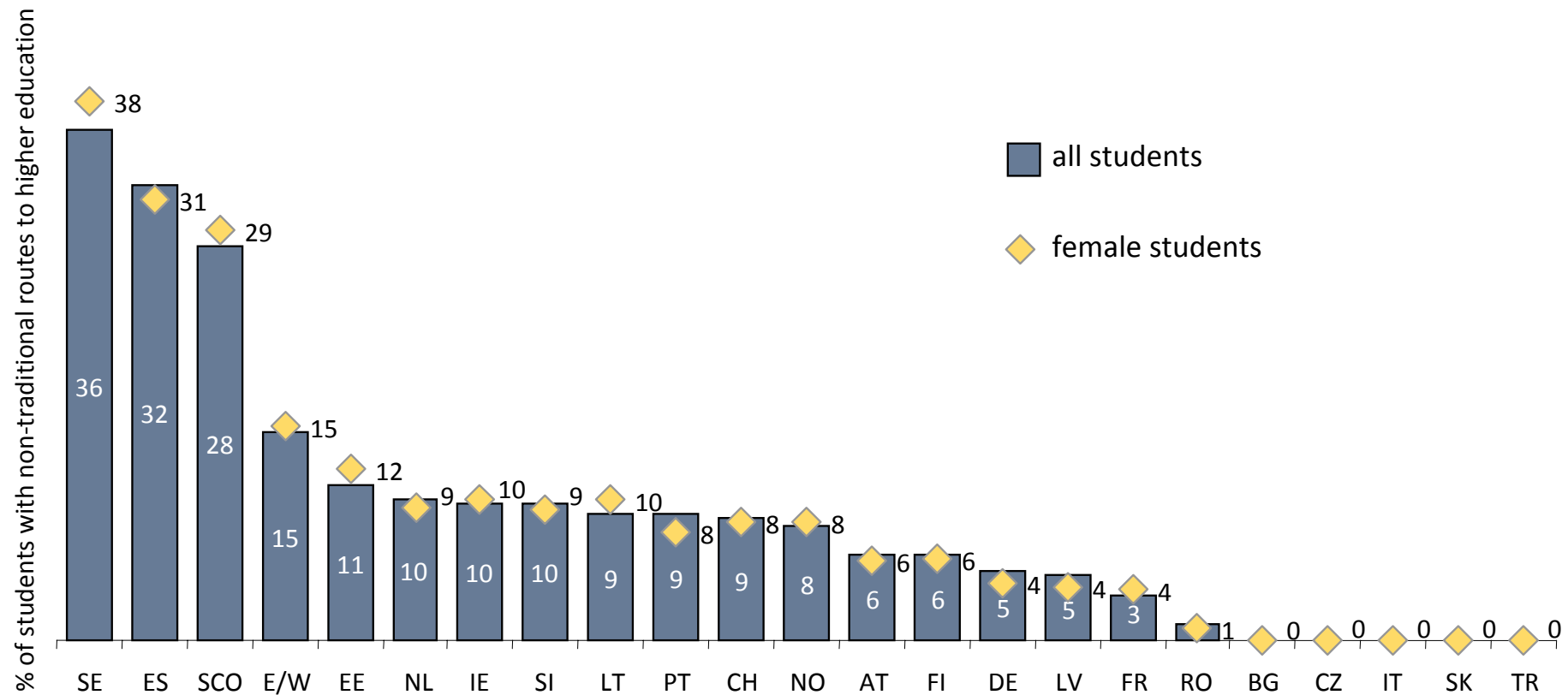
Source: EUROSTUDENT III, Subtopic 1 & 3

# Correlation between age and share of students with children (in %)



Source: EUROSTUDENT III, Subtopic 1 & 5

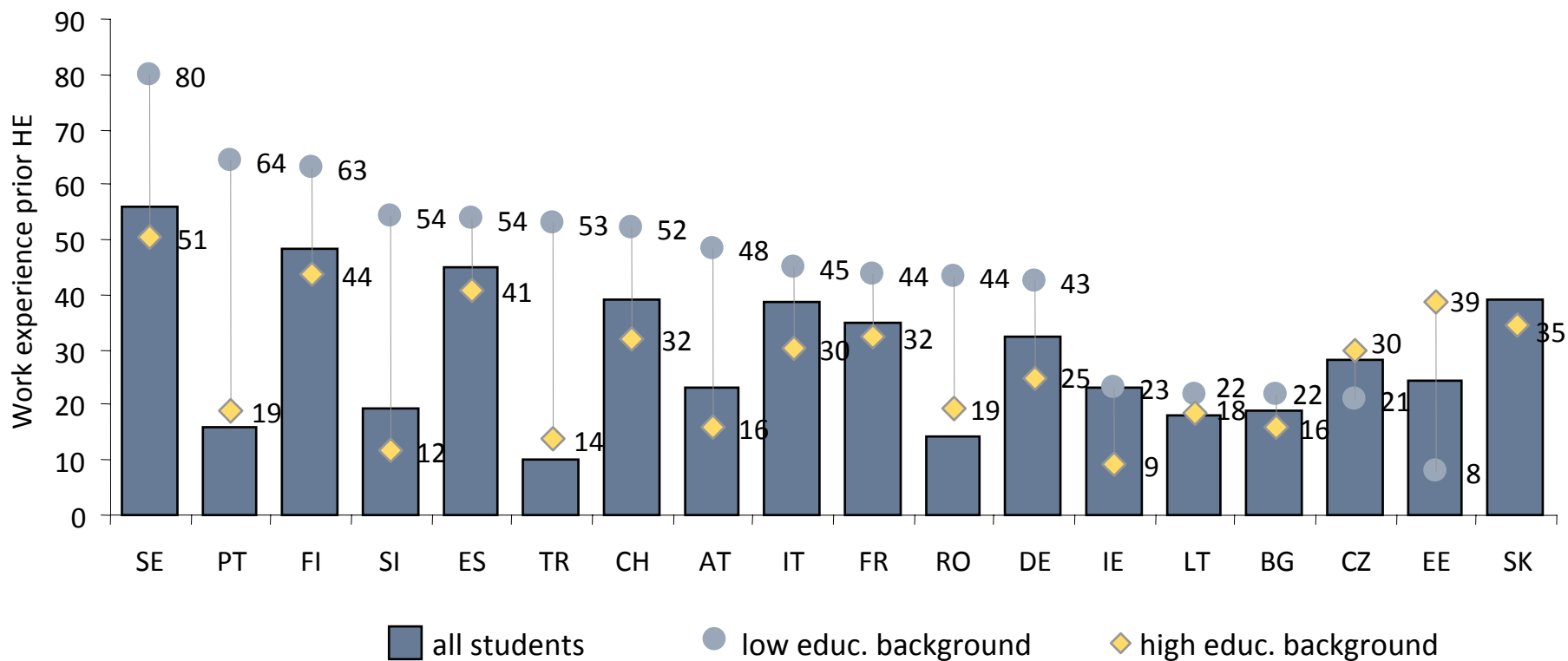
# Non-traditional routes to higher education - national definition (in %)



Source: EUROSTUDENT III, Subtopic 7



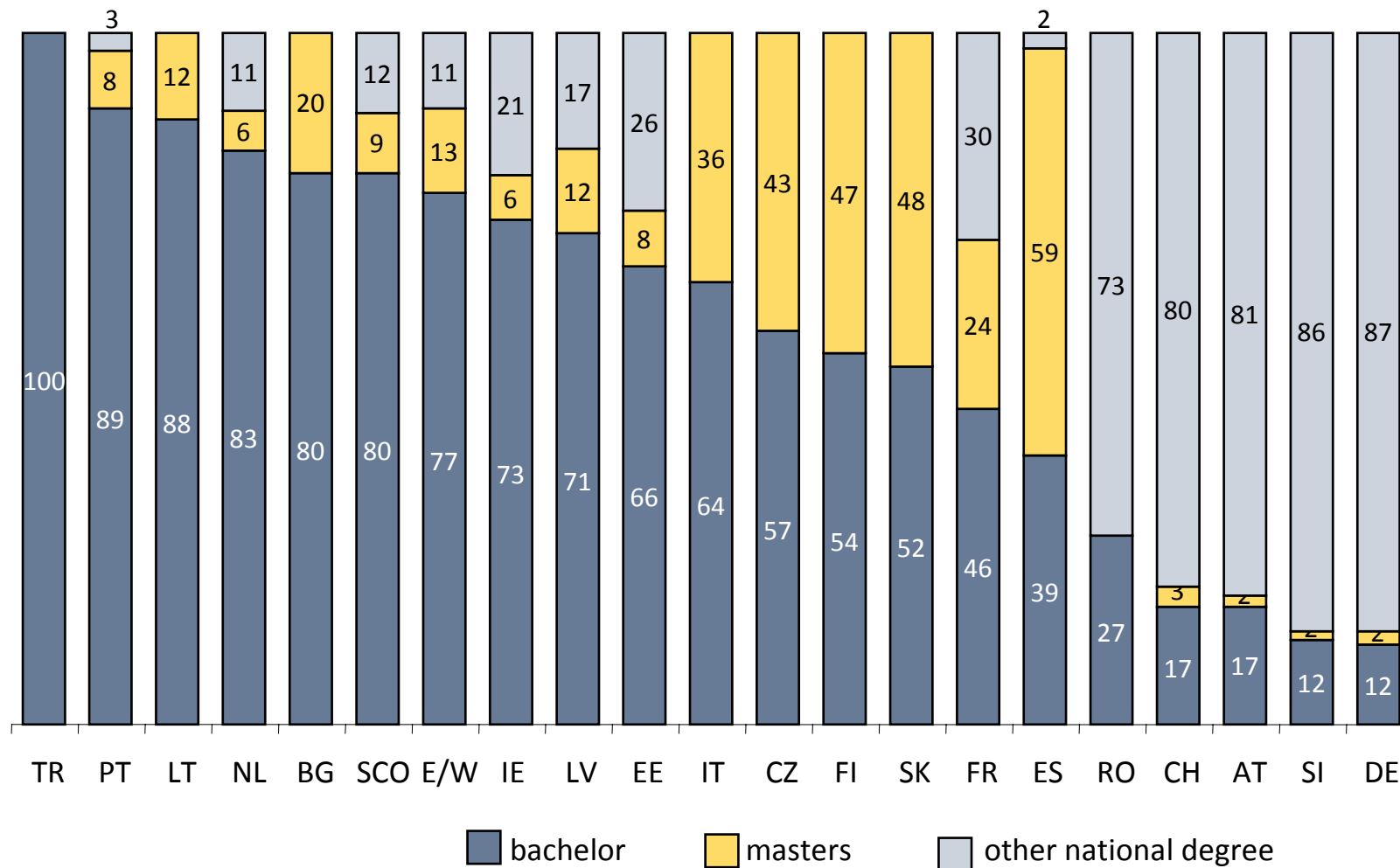
# Work experience prior to higher education by parents' education (in %)



Source: EUROSTUDENT III, Subtopic 8 & 9

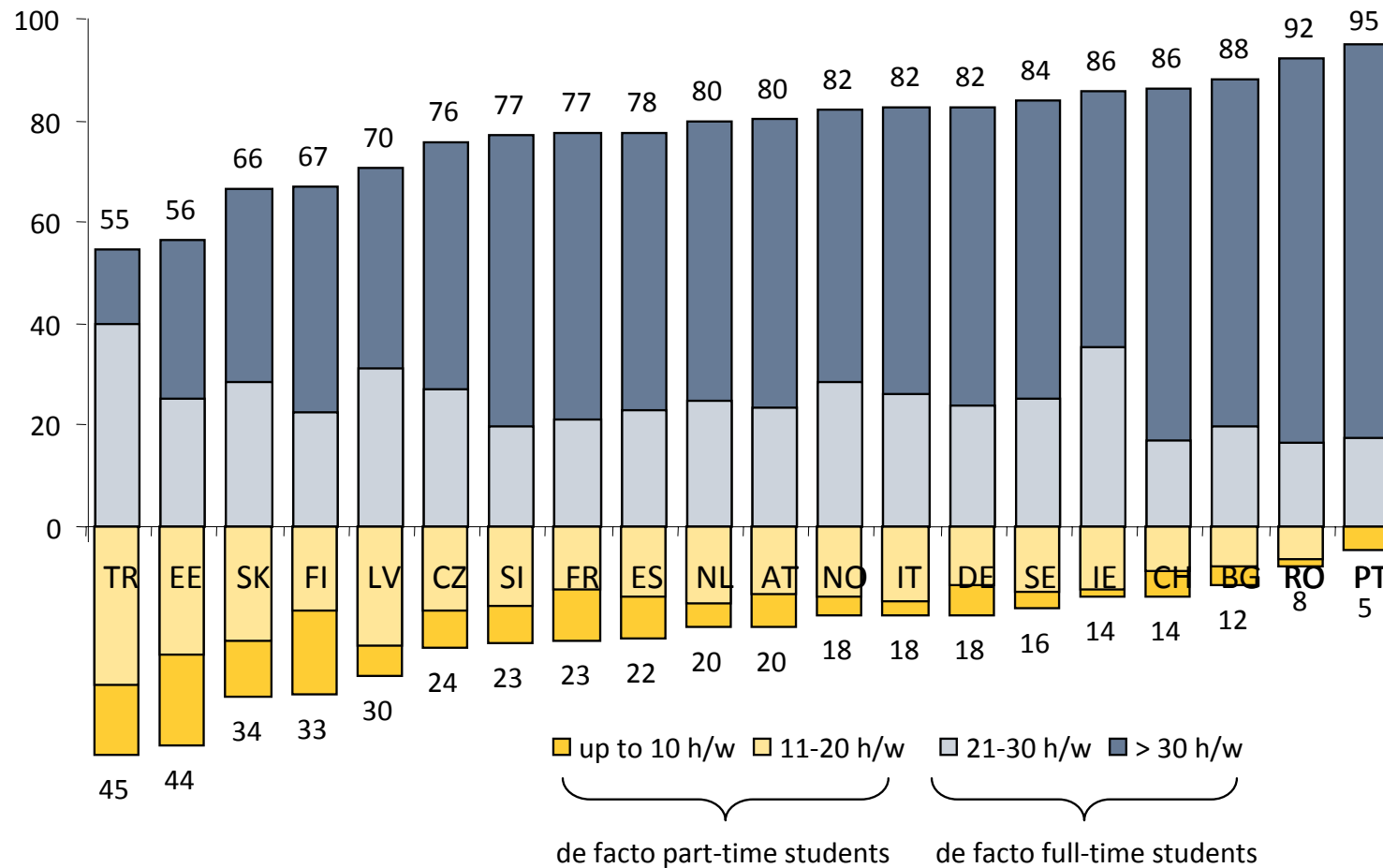


# Degree being studied (in %)



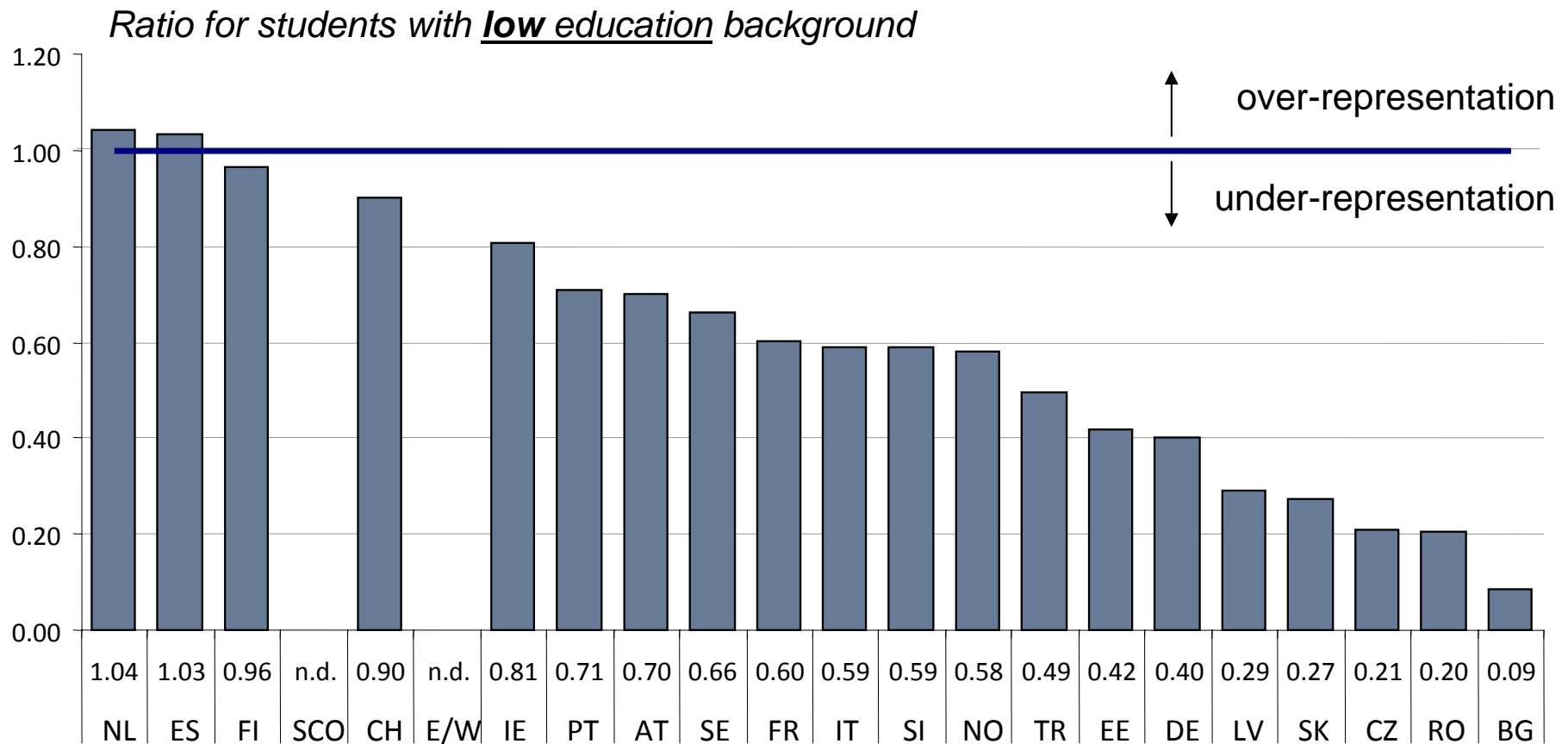
Source: EUROSTUDENT III, Subtopic 10

# Students with full-time status by size of workload for study-related activities (in hours/week)



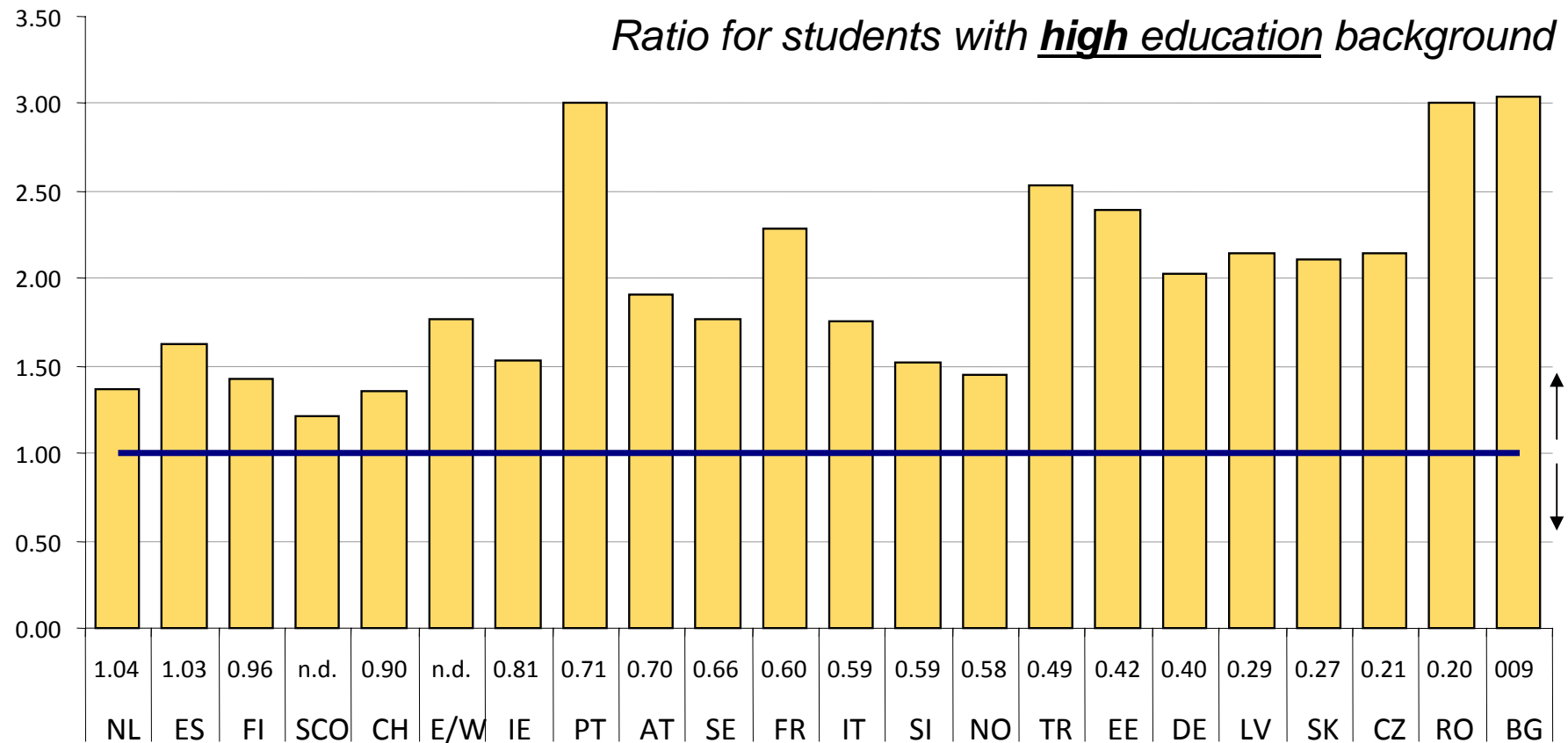
Source: EUROSTUDENT III, Subtopic 14

# Ratio of highest education attainment of students' fathers compared to the general population (men 40-60 yrs., in %)



Source: EUROSTUDENT III, Subtopic 19

# Ratio of highest education attainment of students' fathers compared to the general population (men 40-60 yrs., in %)



Source: EUROSTUDENT III, Subtopic 19

## Conclusion

- diversity is the rule
- transitional status of implementation of the Bologna solutions on different level
- similarities and comparability will grow
- more inclusive systems should be used as best praxis examples
- plurality will retain & represents chances
- a survey like EUROSTUDENT provides opportunity to monitor both analogies and disparities

