Dutch higher education in a changing society
Improving academic success by creating a culture of high expectations

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Content

• Dutch context

• Challenging diversity

• Culture of high expectations

• Implementation in the Netherlands
Dutch context
Education in the Netherlands
The Netherlands 1996 – 2050

Population in the Netherlands by Dutch and Non Dutch 1996 - 2050

Source: Central Bureau for the Statistics

Verdeling instroom hoger onderwijs naar etniciteit

Cohort 1997 - 2008

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Share of ethnic minorities in urban education

- Primary education → 70%
- Secondary education → 45%
- Higher education → 30%
Enrollment Randstad: universities of applied sciences, cohort 1997 - 2008

Verdeling instroom G5 HBO naar etniciteit

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Graduation rates (ba) Randstad: universities of applied sciences, cohort 1997 - 2002
Graduation rates (ba) Randstad: research universities, cohort 1997 - 2003

Studentrendement G5 WO bachelor (n+2) naar etniciteit

- Autochtoon
- NW-allochtoon

cohort 1997 - 2003
Graduation rates (ba) Randstad: univ. of applied sciences, Economics, cohort 1997 - 2002

Studentrendement (n+2) G5 HBO Sector Economie

- Autochtoon
- NW-Allochtoon

cohort 1997 - 2002
Graduation rates (ba) Randstad: research universities, Economics, cohort 1997 - 2003

Studentrendement (n+2) G5 WO bachelor sector Economie

cohort 1997 - 2003
Challenging diversity
what, why and how?
All students & professionals

Edwin Hoffman

Person

Ethnic group

Gender

Socio economic position

Education

‘Color’

Family

Religious group

Age
What are the parallels in the educational journey and life journey of students to access and to be successful in higher education?
Parallels in the **educational journey** and **life journey** of students

- (Intrinsic) motivation $\rightarrow$ ambition
- Information on expectations of the structure and culture in higher education
- Social and cultural capital
Challenging diversity
Areas of intervention

• Level of the structure/system of education
  - Maurice Crul and Jens Schneider, *TIES policy brief on education*, May 2009

• Level of higher education institutions

• Level of the individual
  - May and Bridger, Developing and embedding inclusive policy and practice in higher education, HEA January 2010
Areas of intervention (institutional)

- Management and organization
- Student
- Faculty
- Curriculum
Culture of high expectations and success
Challenging diversity

culture

structure

images
Creating a culture of high expectations and success

• Introducing the pedagogy of excellence to influence policy and practice at higher education institutions

• Establishing the ECHO Foundation to influence negative images and improve social inclusion
Pedagogy of excellence

• High *expectations* ➔ building on students strengths instead of deficiencies
• High level of *support* (peer mentoring, -tutoring, - academic counseling)

• Early outreach and *academic preparation*
• Creating a campus climate where students feel included and involved ➔ create a *sense of belonging*
• Awareness on students cultural and social identity
Result UCLA

graduation rates (after 6 yrs)

43% in 1985 to 87% in 2007
Implementation in the Netherlands
Implementation in the Netherlands

- 2002 – 2005 pilots at 7 universities across the country
- 2006 – 2008 programs at 21 universities across the country
- 2009 – 2014 programs at 10 universities in the urban areas

All with the aim to improve study success of all students and to create a more inclusive higher education.
Areas of intervention (institutional)

- Management and organization
- Student
- Faculty
- Curriculum
Examples of good practice

• Outreach activities (aspiration & study choice)
• Academic preparation: summercourses, intake interviews
• (Peer) mentoring, -tutoring and -academic counseling
• Professional development
• Language support and development
• Transition to Ma-PhD and the labourmarket
Conditions

- Commitment organization on different levels
- Engagement of parents and communities
- Regional collaboration with secondary education, student organizations, communities
- Student engagement
- Monitoring and accountability
- Awareness and change in attitude staff
What is key?

- Accepting that not all students have the same kind of social and cultural capital
- Acknowledging students identity development and the way they negotiated dominant discourses
- Creating a sustainable culture of high expectations through support
- Creating a sustainable culture of transfer
- Creating a culture of dialogue to discuss values and perspectives
- Creating a culture of sensitivity towards language development
- Celebrating success
ECHO Foundation

• **ECHO Foundation** is meant to create an infrastructure for collaboration, funding and leadership development. EF is funded by the public and private sector and is a joint effort of universities, employers, talented students, Government and ECHO.

• **ECHO Award**: annual price for the most talented ethnic minority student nominated by their universities → makes excellence among underrepresented groups visible

• **Network of ECHO Ambassadors**: all students who were once nominated by their institutions
Thank you very much!

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