

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

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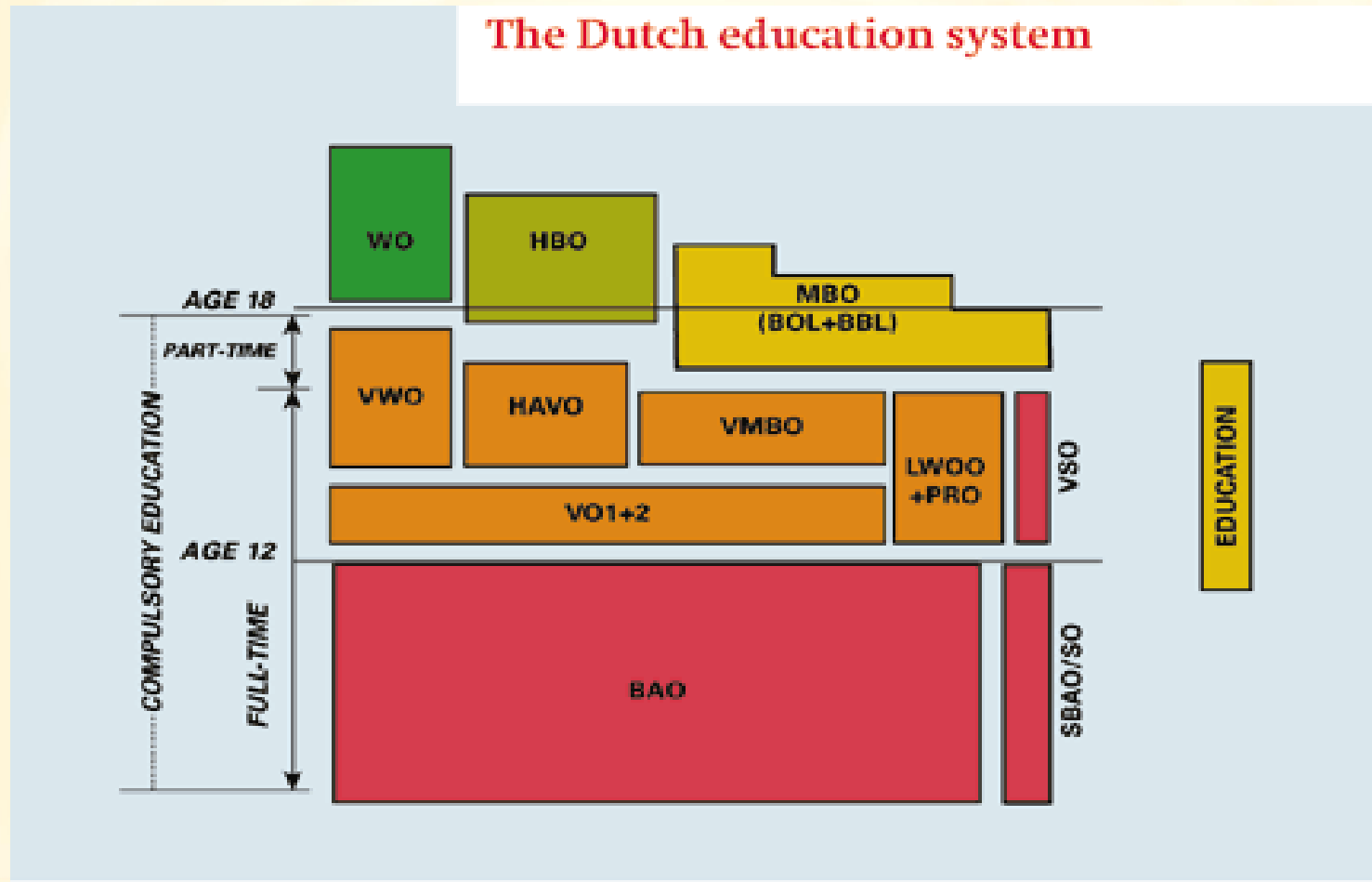
Berlin, October 21, 2010

# Content

- Dutch context
- Challenging diversity
- Culture of high expectations
- Implementation in the Netherlands

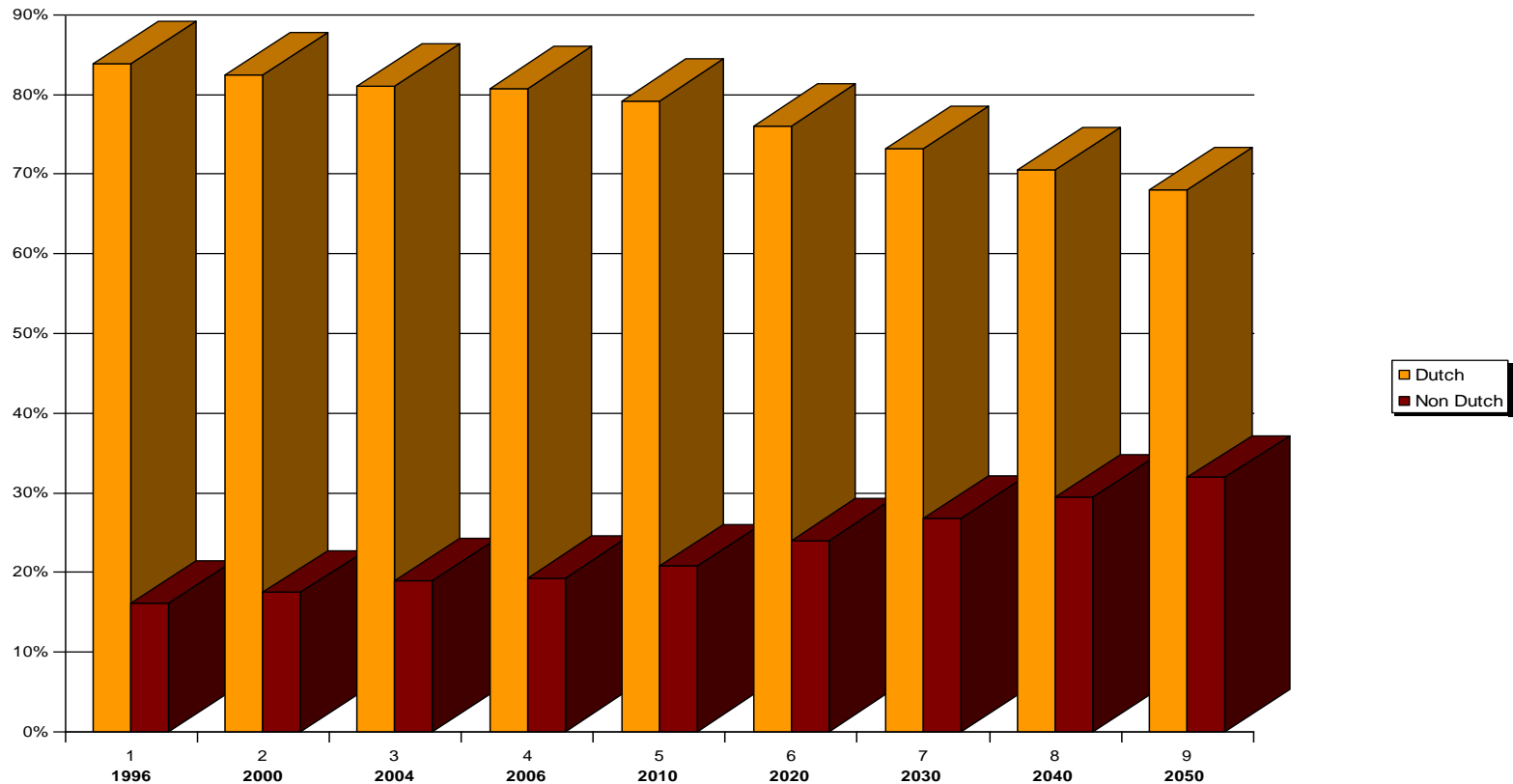
# Dutch context

# Education in the Netherlands



# The Netherlands 1996 – 2050

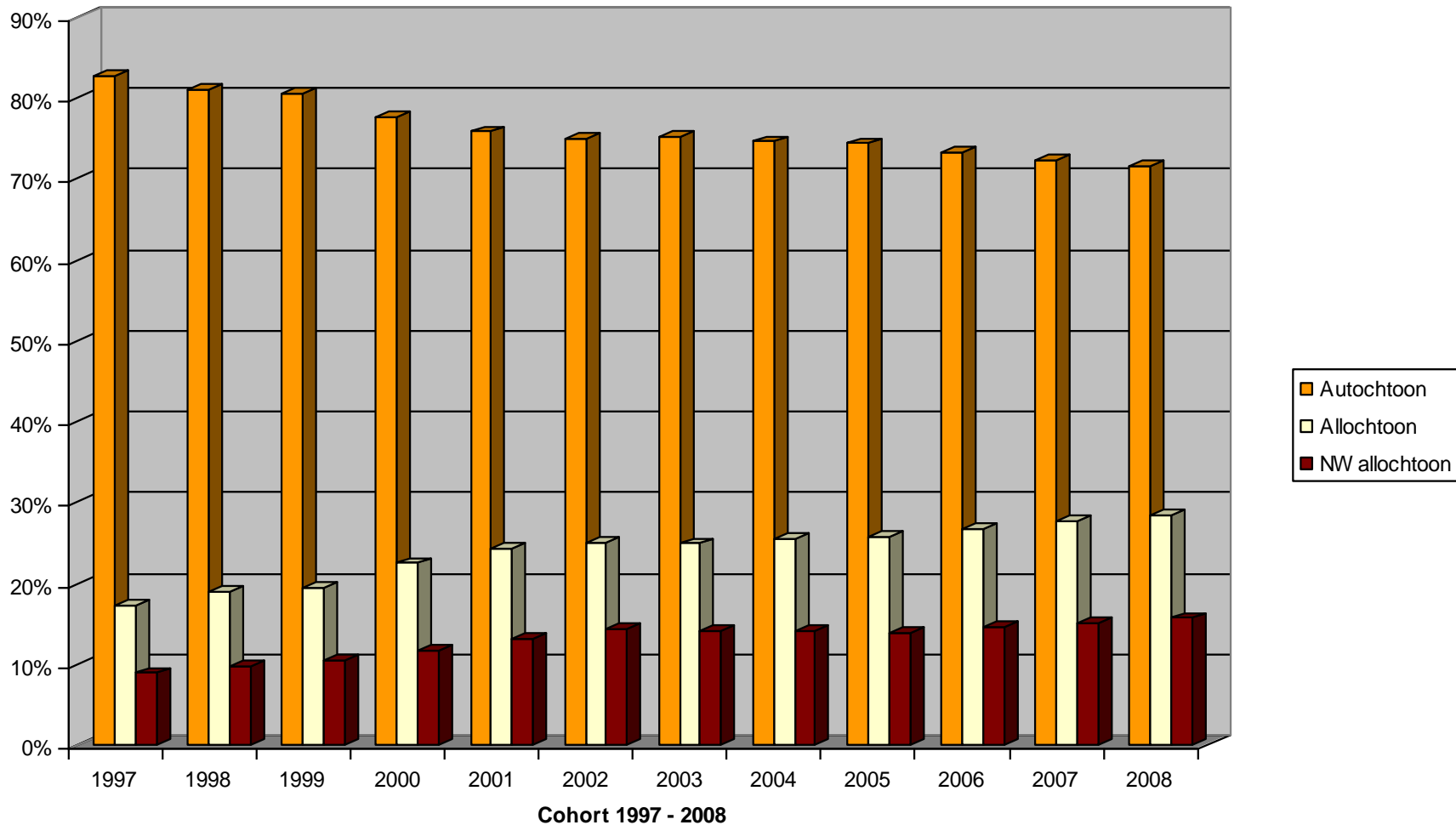
Population in the Netherlands by Dutch and Non Dutch 1996 - 2050



Source: Central Bureau for the Statistics

# Enrollment in Higher Education, cohort 1997 – 2008

Verdeling instroom hoger onderwijs naar etniciteit

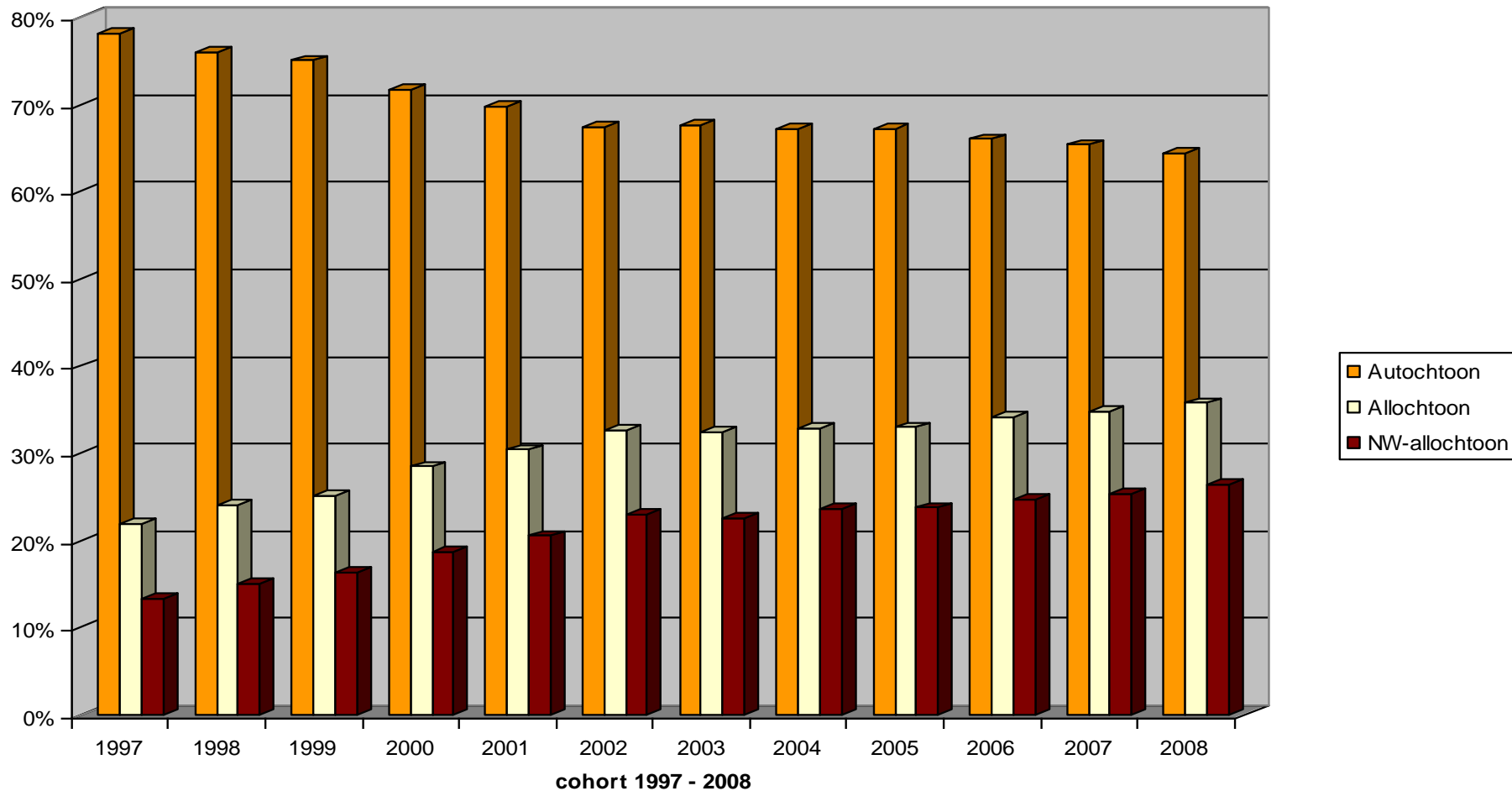


# Share of ethnic minorities in urban education

- Primary education → 70%
- Secondary education → 45%
- Higher education → 30%

# Enrollment Randstad: universities of applied sciences, cohort 1997 - 2008

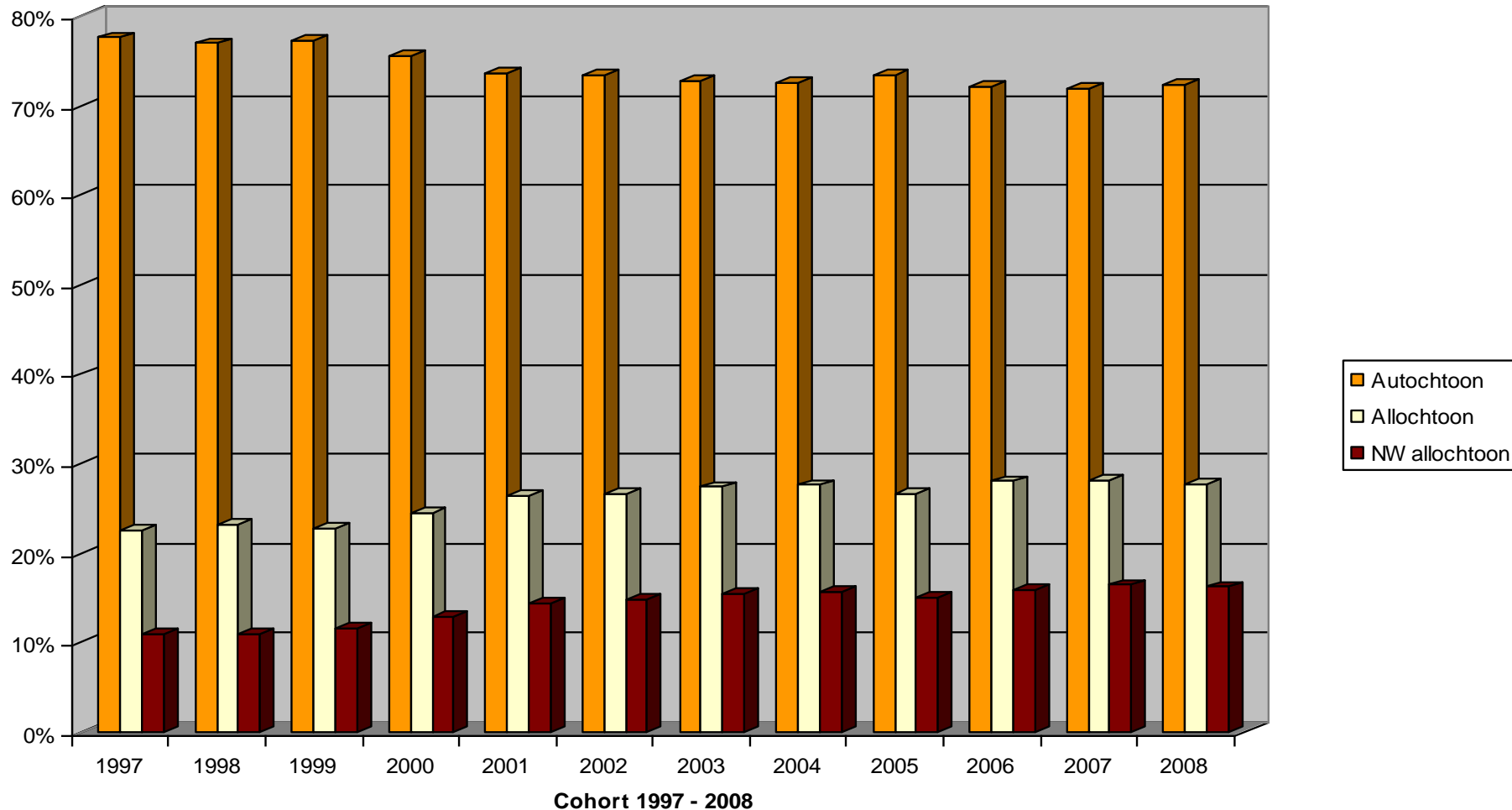
Verdeling instroom G5 HBO naar etniciteit



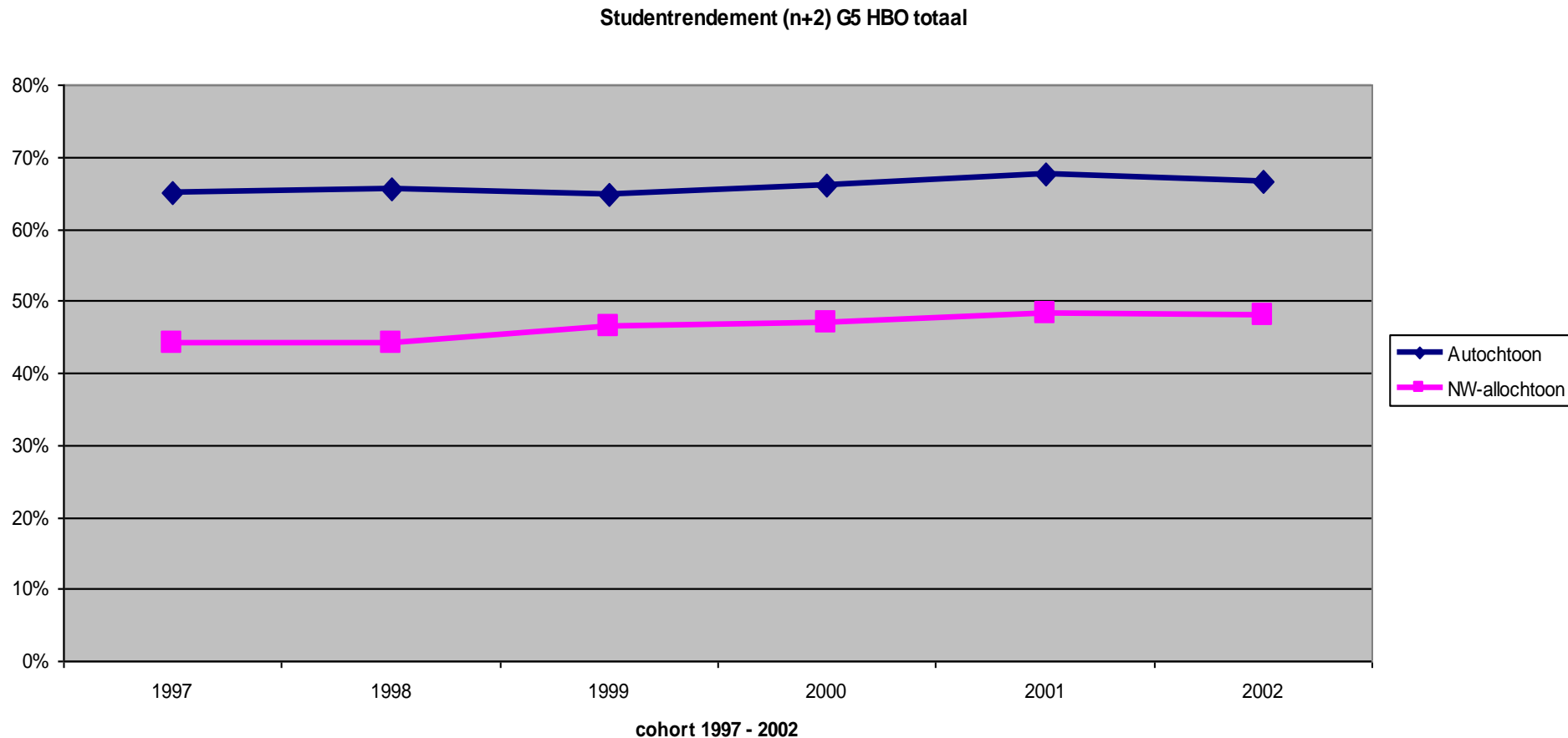


# Enrollment Randstad: research universities, cohort 1997 - 2008

Verdeling instroom G5 WO naar etniciteit

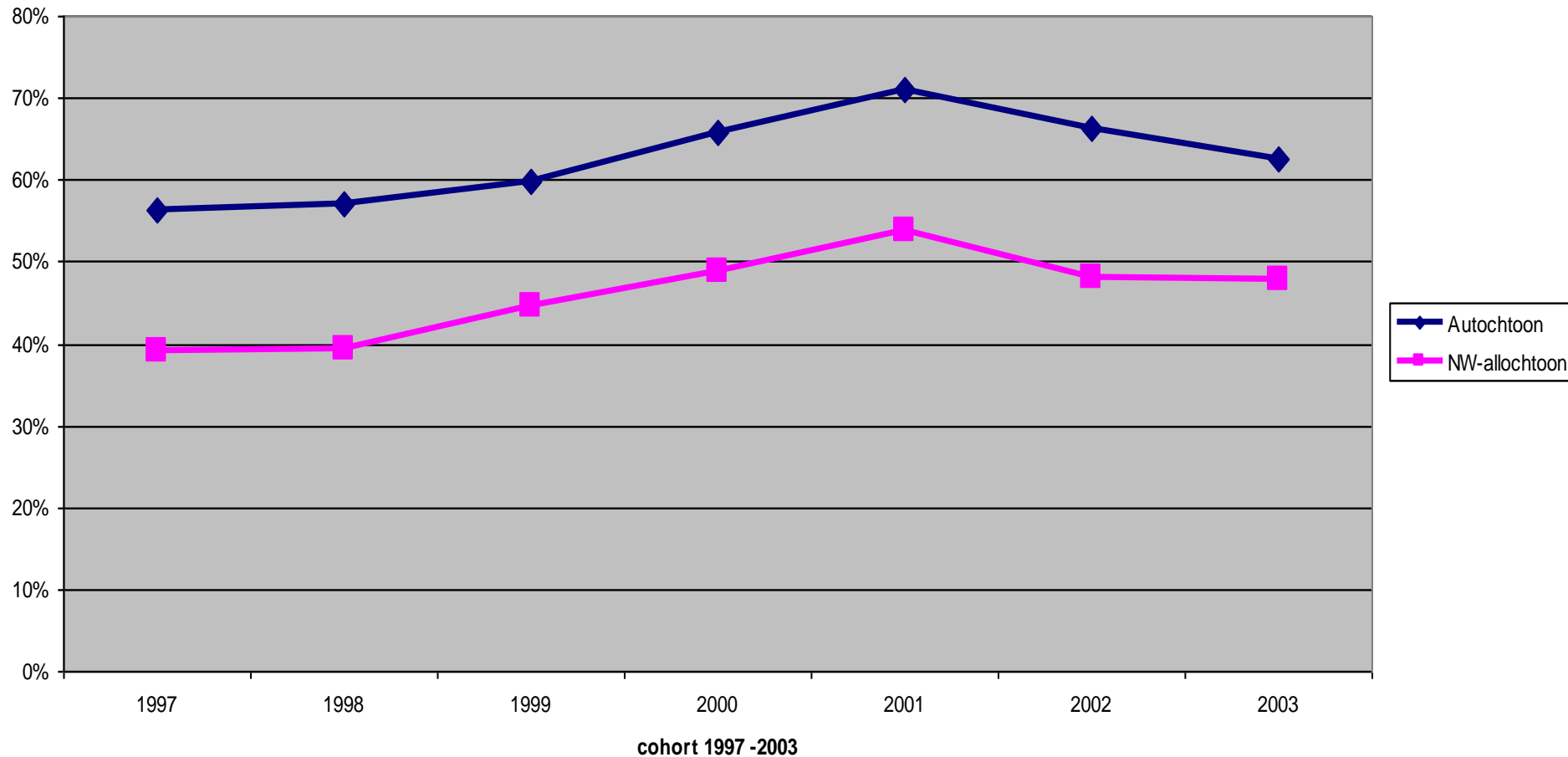


# Graduation rates (ba) Randstad: universities of applied sciences, cohort 1997 - 2002



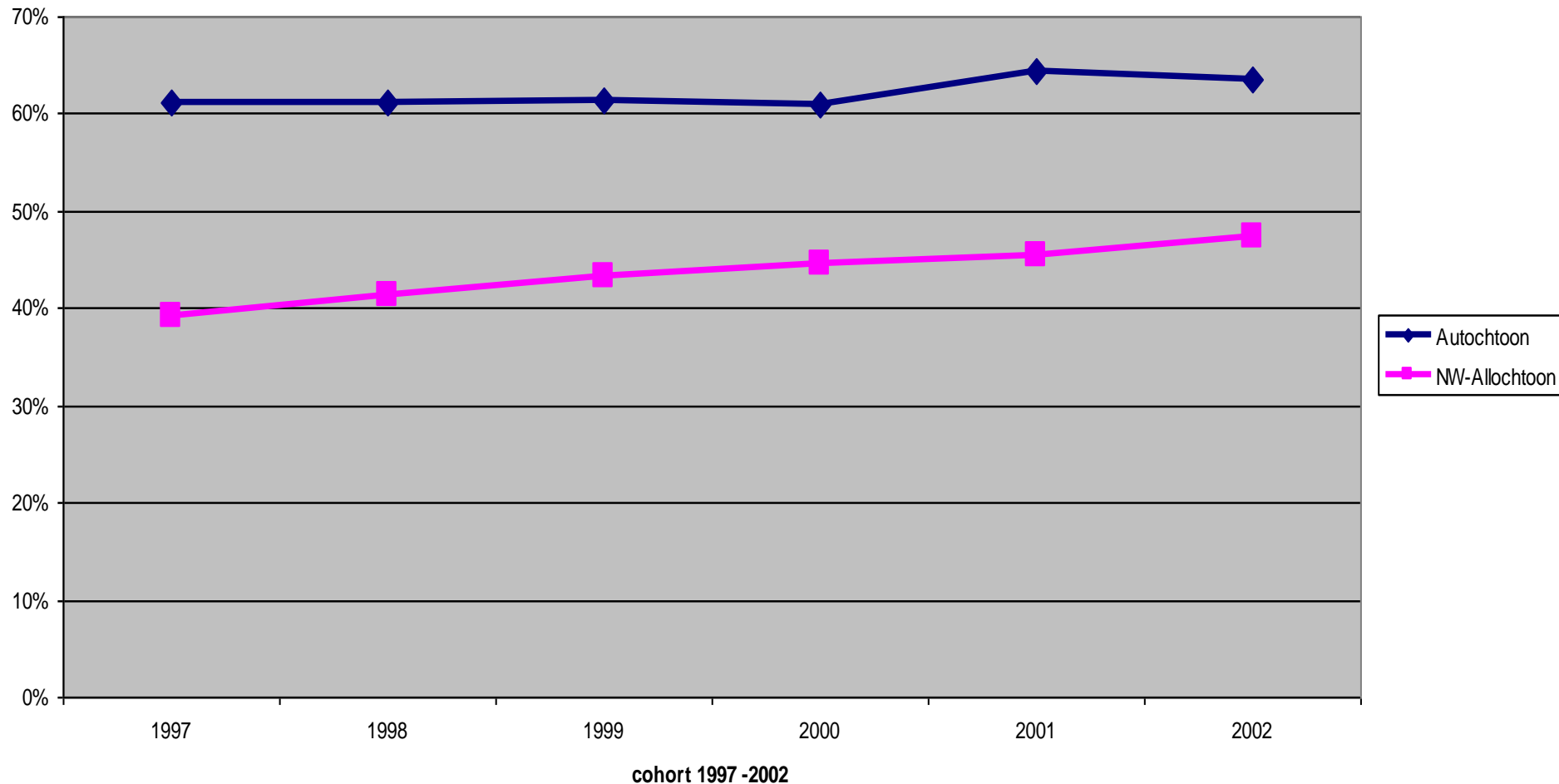
# Graduation rates (ba) Randstad: research universities, cohort 1997 - 2003

Studentrendement G5 WO bachelor (n+2) naar etniciteit



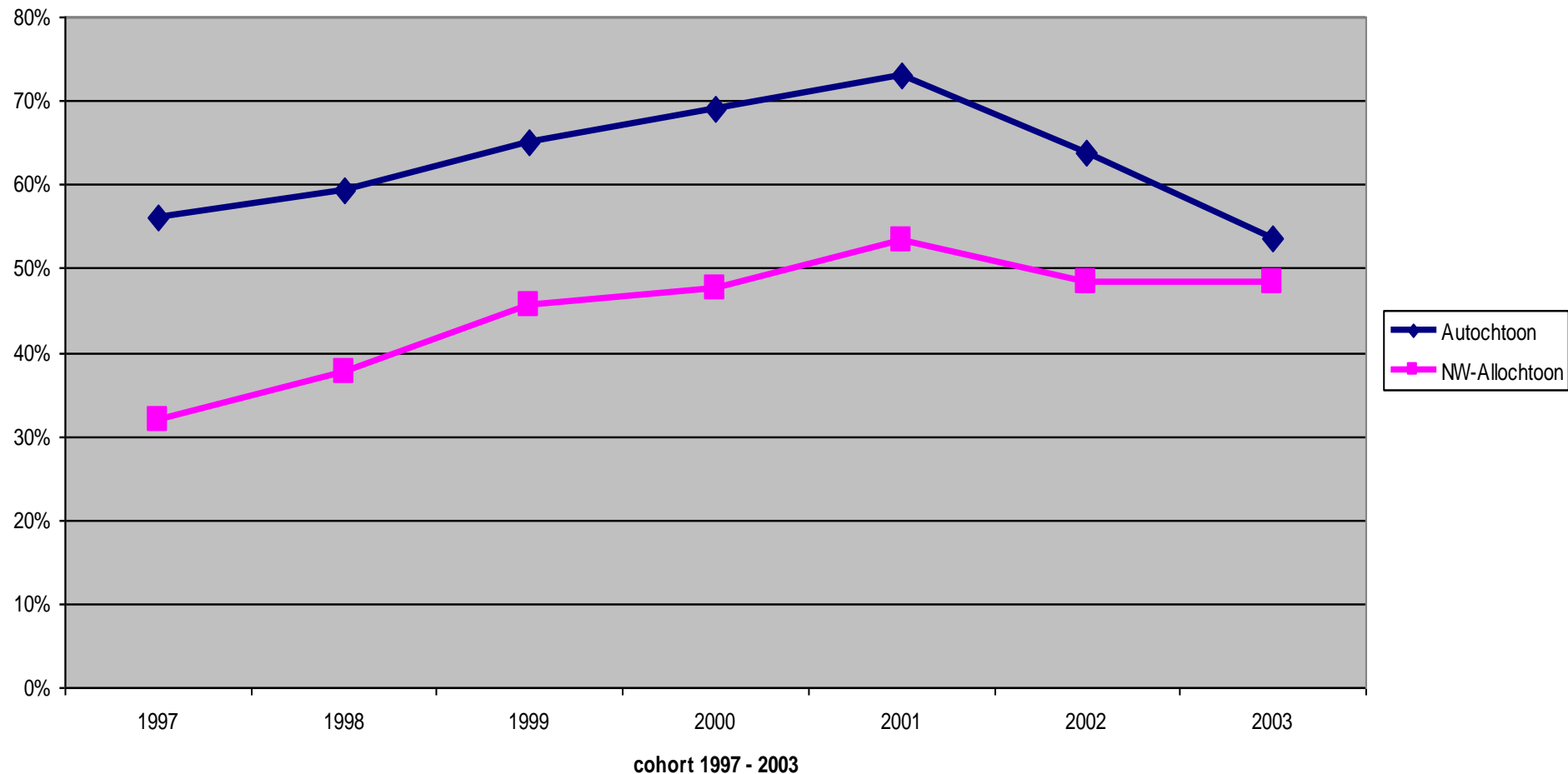
# Graduation rates (ba) Randstad: univ. of applied sciences, **Economics**, cohort 1997 - 2002

Studentrendement (n+2) G5 HBO Sector Economie



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

Studentrendement (n+2) G5 WO bachelor sector Economie

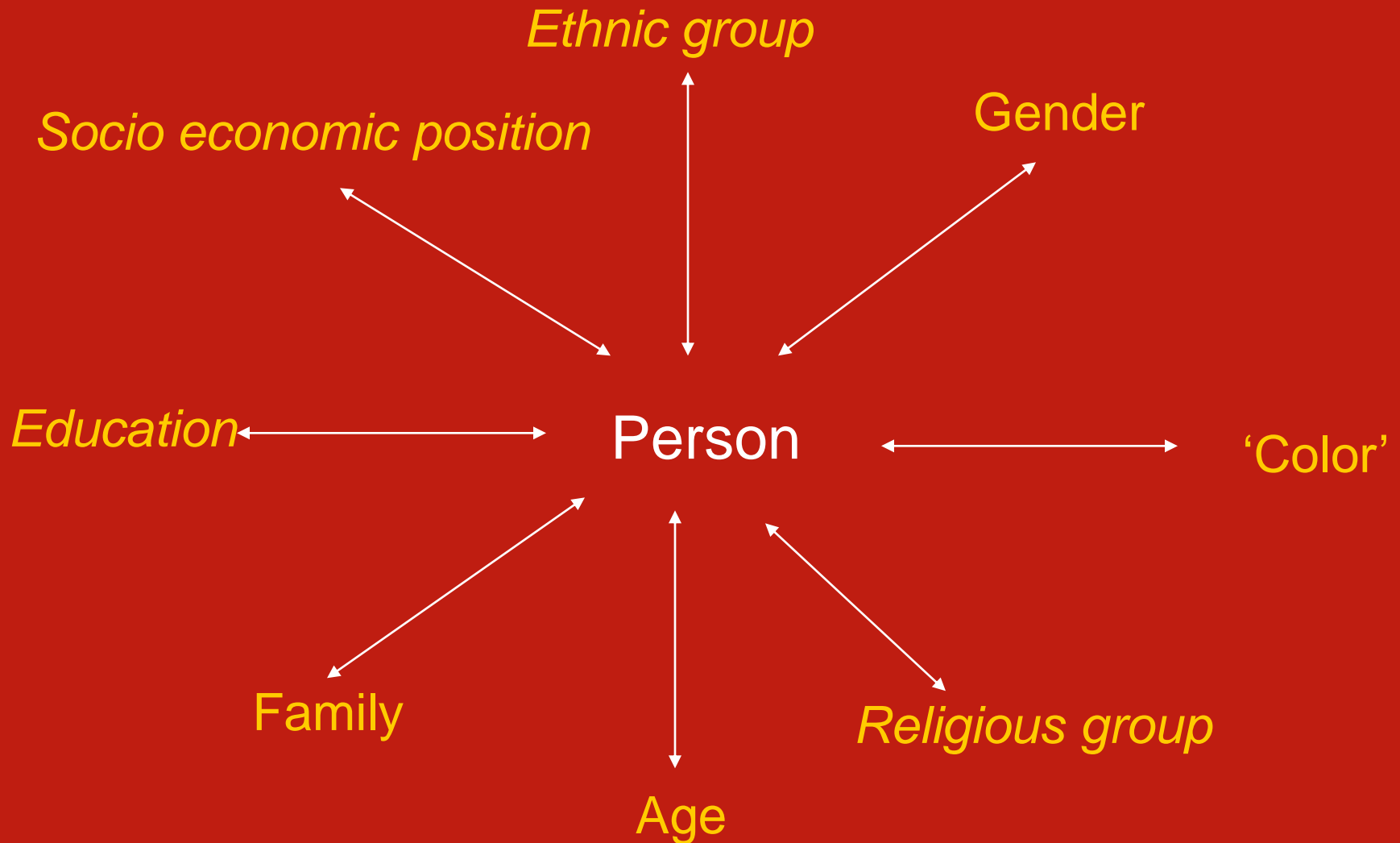


# Challenging diversity

what, why and how?

# *All* students & professionals

Edwin Hoffman



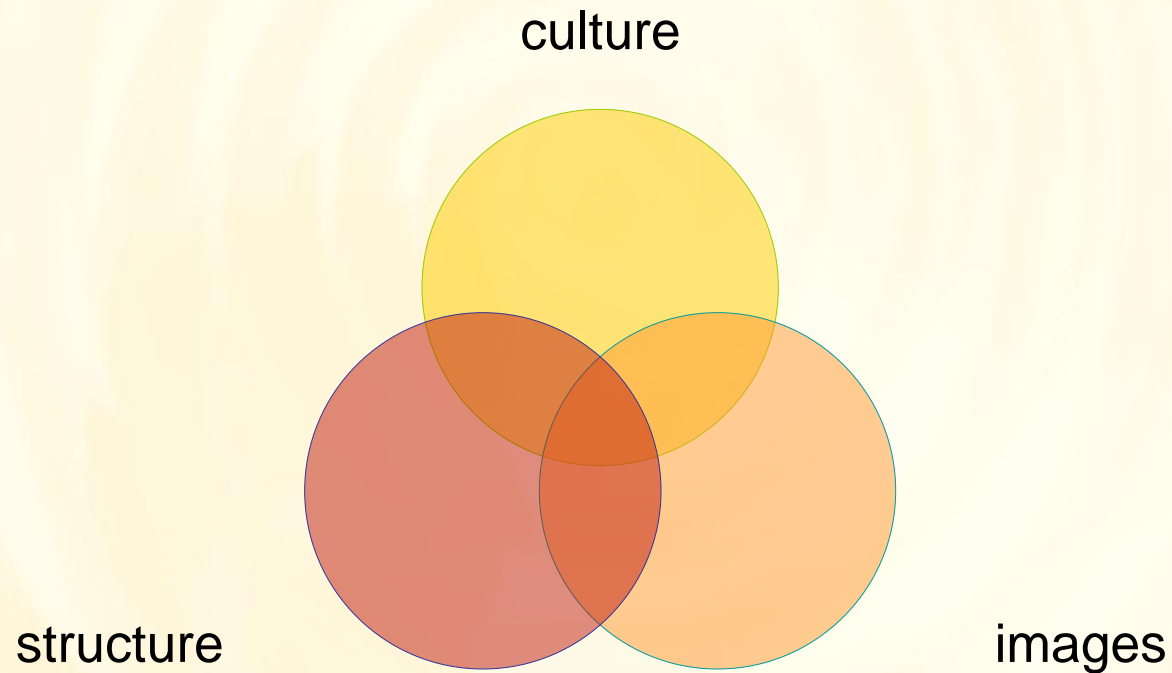
What are the parallels in the  
educational journey and life  
journey of students to access and  
to be successful in higher  
education?



# Parallels in the educational journey and life journey of students

- (Intrinsic) motivation → ambition
- Information on expectations of the structure and culture in higher education
- Social and cultural capital

# Challenging diversity



# Areas of intervention

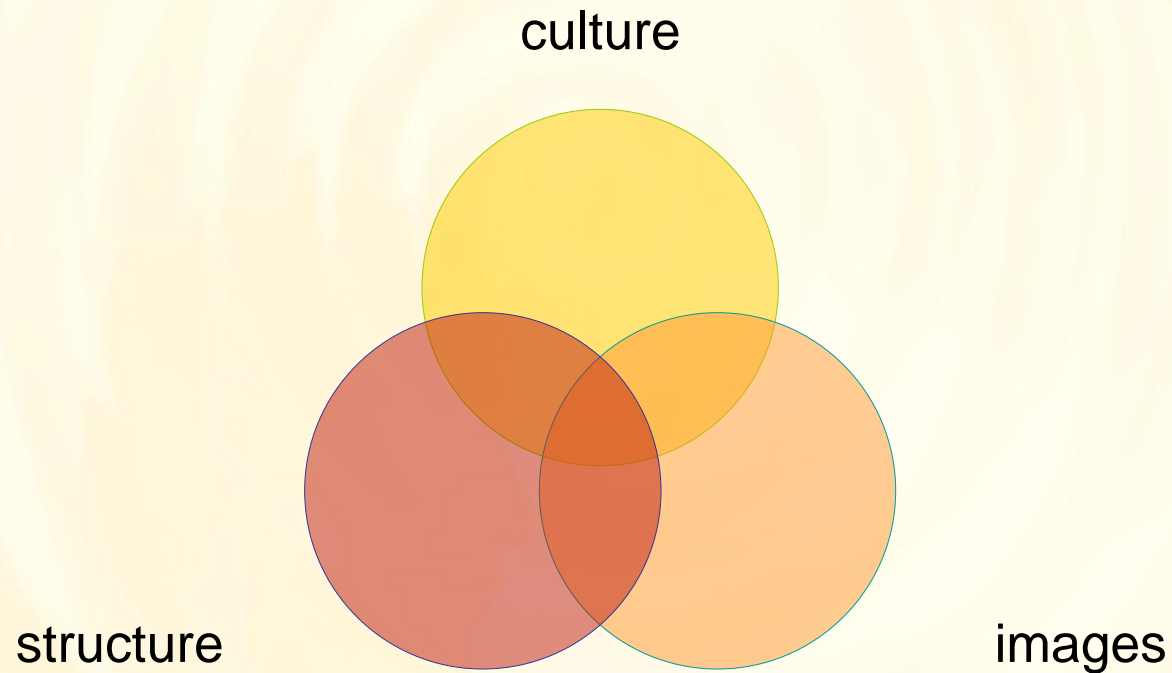
- **Level of the structure/system of education**
  - Maurice Crul and Jens Schneider, *TIES policy brief on education*, May 2009
- **Level of higher education institutions**
  - Wolff en Crul, *Blijvers en uitvallers in het hoger onderwijs. Achtergronden van uitval onder allochtone studenten*, ECHO, Utrecht 2002
  - Severiens, Wolff en Rezai, *Diversiteit in leergemeenschappen*, ECHO 2007
- **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



# 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 prize 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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