

# Higher education equity policy in a changing society

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# Policy to improve access and success of migrant students in the Netherlands

- Definition: *'allochtoon' versus 'autochtoon'*
- Open access system of (higher) education
- Strong focus on deficiencies instead of high expectations
- Data: ethnicity, gender, socio economic background, first generation

# Inclusive policy

- What is the aim of policy development → impact for student, institution, system (regional, national and European)?
- Is available data & research explaining the narratives of students who are seen as underrepresented? → context important
- What are the conditions to develop effective policy?

# Policies and strategies

# Two types of strategies

- A strategy driven by *pragmatism* → focussing on solving ‘the problem’
- A strategy driven by *a vision on inclusion and equity* → focussing on making a change

# Strategy driven by pragmatism

- Economic sense of urgency
- Funded by stakeholders
- Short term focus based on (national) political aims
- Performance driven but not always data driven
- Not necessarily driven by social justice arguments
- *Vincent Tinto*: too often ‘blaming the victim’
- Lacking sophisticated data for monitoring and benchmarking
- Top down

# Strategy driven by a vision on inclusion and equity

- Economic sense of urgency in combination with a vision on inclusion and change
- Holistic approach
- Combination of government funding and institutional funding
- Short term and long term focused in combination with performance indicators
- Long term focus → social sustainability
- Top down & bottom up
- Leadership and commitment on different levels
- Sophisticated data warehouse

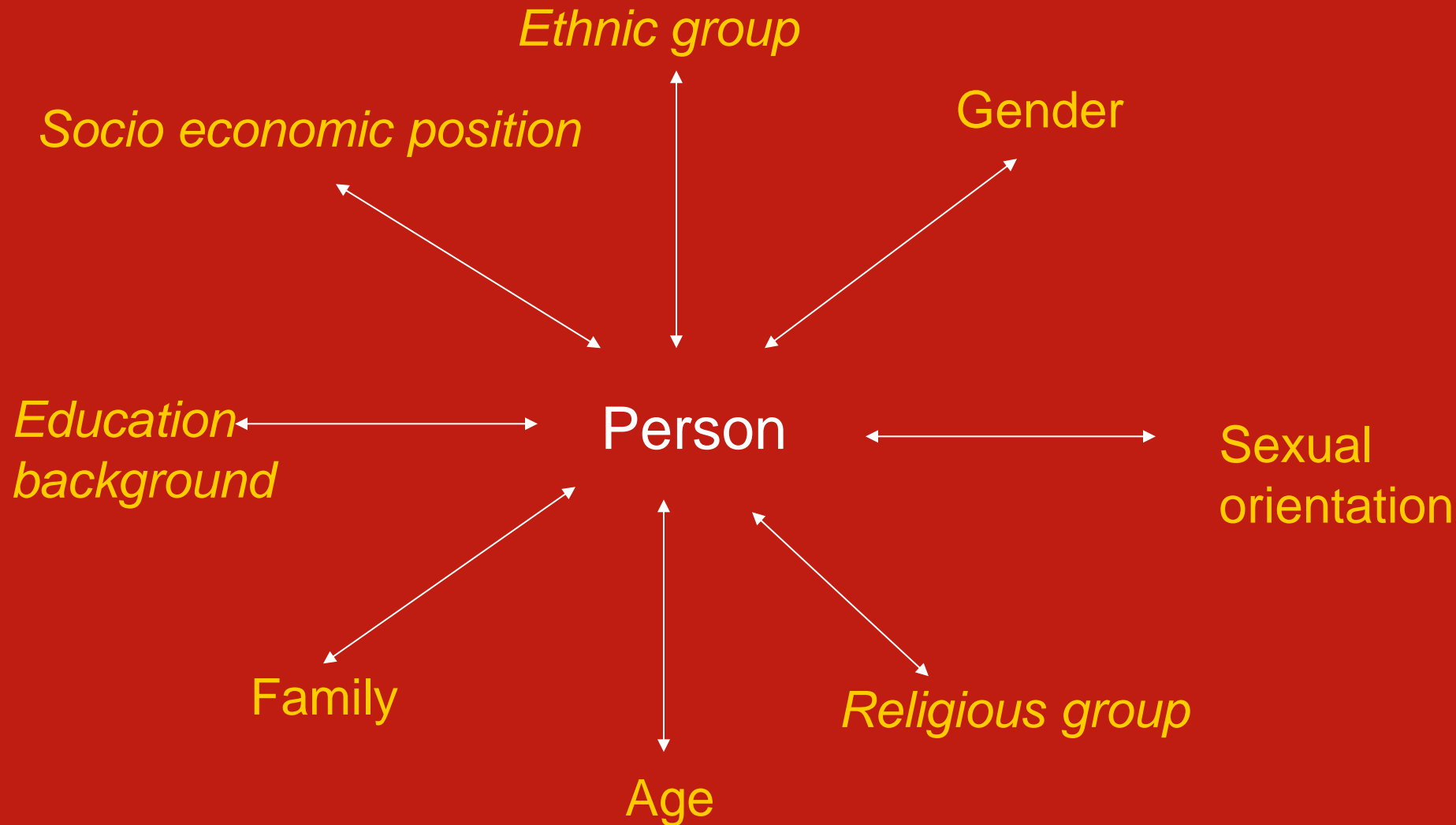


# Making a difference: Policies

Source: ECHO, Center of Diversity Policy in the Netherland

# *Social identities of all students & professionals*

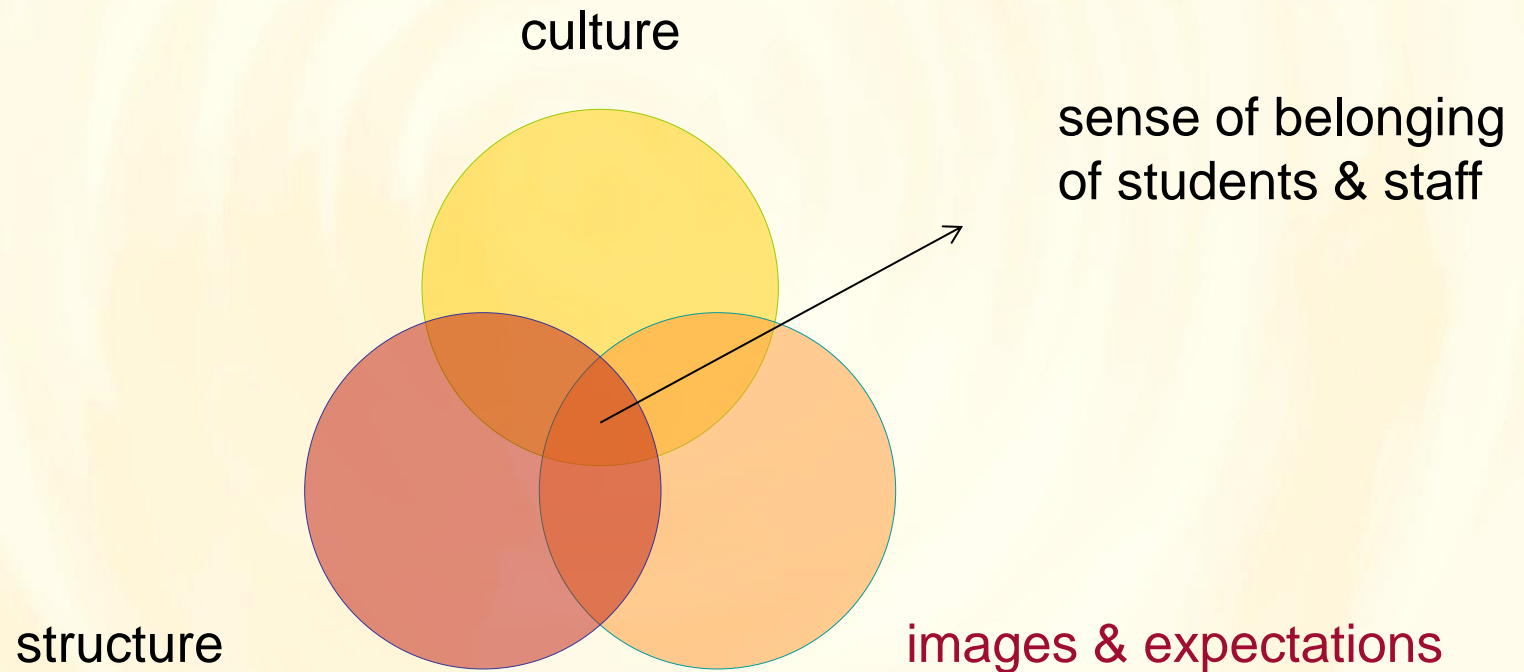
Edwin Hoffman





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# Holistic and integrated approach



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