

Dutch Higher Education in Pursuit of Inclusion

Strategies to Enhance the Position of Ethnic Minority Students

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Introduction

Although the expansion of higher education to mass participation has resulted in a more heterogeneous student population, in several European countries students from different ethnic backgrounds are lagging behind and are underrepresented in higher education. Generally, their participation is low compared to their reference group in society, they show high-drop out and failure rates and those who graduate face more difficulties in finding work than other students.

Because of this situation, international organisations and national governments consider the participation by ethnic groups to be a key target and stress the role of higher education institutions in achieving diversity. European countries are becoming increasingly multicultural societies. Not only is it of vital importance to use the talent of young people from various backgrounds as much as possible, it is important, as the Council of Europe (1996) has stressed in its project on access and participation, that the higher education population should reflect more closely the composition of society as a whole.

In the last few years, the Dutch government has made funds available for finance initiatives by HE institutions to increase the intake of students, to improve the retention, to transform the curricu-

lum and to assist students in attaining practical experience, thereby easing the transition from education to work. A nationally-based expert centre was established in 1995 to fund and monitor projects – which in 1997 numbered eighty and which vary in length from one to four years.

This paper gives an assessment of these projects so far in terms of the strategies, purposes, organisation, results, and the link with institutional policies and strategies. Also factors explaining their success and failure will be reviewed. The material is drawn from a research project carried out in 1997 (Plettenburg and De Weert, 1997). The research is based on a combination of quantitative and qualitative approaches: a questionnaire has been sent to all project managers, asking questions about the project organisation, approaches and interim project results. In addition, interviews were held with project co-ordinators regarding the overall institutional policies, the involvement and support of academic, supporting and management staff and the implementation of plans. All institutions which carry out one or more projects were visited to get as complete a view as possible. Finally, though not the principal focus of the project, the views and perceptions of students themselves were heard through a panel

discussion with a representative group of students from ethnic minority backgrounds.

This research is not intended to be an evaluation in summative terms, as it is too early for most projects to do this. Rather, the research has a formative character-focusing on strategy processes during the project phase and intermittent outcomes. However, according to contemporary evaluation experts, the distinction between summative and formative evaluation is not as sharp as assumed in the past. Certain criteria being applied in the former type can be used, albeit in a less straightforward way, in the latter type. Thus, criteria like goals achievement of project plans or the actual enhancement of the position of ethnic students since the project has started, are also useful in formative evaluation as background criteria in order to give an assessment of the progress of projects as well as success factors and pitfalls.

This paper starts with an outline of the general framework of the projects and the criteria for allocating subsidies. Next, institutional responses and commitment on different organisational levels will be analysed, followed by a general typology of the different projects, their approaches and results so far. Next, success factors and pitfalls of projects will be explored. Finally, the project approach is put in a broader policy perspective, considering the efficacy of these strategies – compared to alternatives such as the incorporation of ethnic policies in the regular budgeting and planning procedures or in the quality monitoring process of the institution.

Policy framework

Apart from ideological reasons, policy attention to the position of ethnic minorities has been justified on the basis of much research, which shows that the lower educational qualifications correspond with a poorer labour market position in terms of income, employment and social status, life opportunities and chances of becoming unemployed. As Kingston states, educational inclusion fosters economic and racial justice, and greater inclusion of ethnic minorities will also critically hinge on improving their economic status (Kingston 1992). Moreover, high qualified

manpower is needed in various professional areas, and students from ethnic groups can contribute considerably in meeting future needs.

Therefore, increasing participation from ethnic minority groups to higher education is considered as an important way to strengthen the social cohesion of a common nationality, and to improve the opportunities for upward social mobility. Social inclusion is very explicitly stated as a political goal in civil society.

Another factor concerns higher education institutions themselves that are confronted with declining student enrolments. They necessarily have to put more effort in attracting other, non-traditional groups of students in order to maintain a certain level of student enrolments. In some larger urban areas of the Netherlands, more than 50 per cent of the 0–24 age group belongs to some ethnic minority group. The largest groups are Turkish and Mediterranean, followed by people from Surinam and the Caribbean region. These groups represent a growing position of young people in the Netherlands at all levels of schooling. Statistics Netherlands, for example, calculates that the growth of the Dutch population in the next two decades can be attributed for 80 per cent to ethnic groups. Although the definition used can be discussed, it is evident that ethnic minority groups become an important target group for higher education institutions.

Given these arguments, some institutions have made provision for ethnic students for the last decade. A more structural policy, however, dates from 1991 when the Dutch government started supporting initiatives of higher education institutions that were aimed at improving the position of ethnic minority groups in higher education. A nationally-based expert centre has been established by the Ministry to allocate these funds and monitor projects. This centre, which became operative in 1995 under the name ECHO – *Expertise Centrum Allochtonen Hoger Onderwijs* (Expertise Center Ethnic Minorities High Education) – has three main tasks: a project task, a service task and an innovation task. Through the project task, consisting of the funding of projects initiated by HE institutions on a short-term basis (usually two years), ECHO intends to stimulate structural im-

provement of institutional policy, to foster knowledge in the field and assist institutions in tackling the problems observed.

Students from ethnic minority groups are already under-represented in secondary education, and this trend is being reinforced in higher education. Once they are enrolled, their experiences are often difficult. Explanations are often sought in language problems of these groups. Although many of these young people were born in the Netherlands as second generation immigrants, for many of them the Dutch language is not their mother tongue. They speak it with varying degrees of perfection, making it very difficult for them to communicate at a high level.

Other explanations focus on the organisational level and the curriculum; cultural barriers that these groups face in their quest for a higher education degree.

In this context, the concept of interculturalisation is crucial, referring to continuous innovation processes with the objective of tuning the quality of total education as much as possible to the multi-cultural society: student and teacher relationships and curricular aspects. For example, it appears that the understanding of concepts, which have no equivalent in their mother language, causes many problems. The personnel and institutional management is another component of interculturalisation: if there are very few staff from different ethnic groups that can function as a role model, it can be very hard for ethnic students to feel at ease within the learning process.

The funds which are allocated through ECHO on a temporary basis, are supposed to be an impetus for structural improvement of institutional policies and provisions regarding the enrolment, retention and achievement, and the transition of ethnic students to work. The most important criteria for subsidy are:

- institutions have to set up a registration system, according to which the changes in the ethnic student population can be monitored, both regarding the enrolment and the study progress;
- institutions have to finance the project for at least 50 per cent from their own resources (on basis of the principle of matching funding);
- projects must be woven through all major initiatives and linked to the overall institutional policy regarding ethnic minorities, rather than being located as small islands within the organisation.

In addition, several other criteria are applied which mainly have an administrative character. Worth mentioning is the notion that project results should be transferable to other institutions, in order to encourage institutions to find ways to exchange knowledge and experience.

Institutional responses and strategies

Since 1995, 80 projects are being funded under the scheme, 12 of which are situated at five universities and the remaining 68 spread over 21 institutions of higher vocational education (HBOs). Most of these institutions are in the Western part of the Netherlands, which has a higher concentration of ethnic minorities. Several institutions carry out distinctive projects, each concentrating on a thematic issue, whereas others have developed one larger project which encompasses several aspects of multiculturalism. Some institutions are collaborating in inter-organisational networks where expertise on specific themes is mobilised. From 79 projects the questionnaire has been returned and is used in the analysis.

The projects cover a variety of themes and approaches and are not merely oriented at increasing student numbers. The objectives of the projects funded by ECHO can be subsumed under three main headings:

- Access: provisions to facilitate the transition of ethnic minority students to higher education, to advise students about the realistic possibilities of taking a suitable course and about solving deficiencies;
- Retention and achievement: to enhance the success rates of the students through counselling and guidance, tutorial assistance, and the provision of specific language courses or other skills training; and
- Student output: to assist students in attaining/acquiring practical experience and improve the transition from education to work,

again through specific counselling programmes, agreements with employers.

In order to achieve these objectives, projects can differ in the extent to which they are oriented towards ethnic minority groups in a direct way, or whether they operate more indirectly and have specific objectives, albeit in the context of creating a multicultural environment. Examples of the latter projects are oriented towards:

- the academic staff, supportive personnel and the management in order to enhance their professionalism in coping with a diversifying student body and preparing all students for their future work in a society which is becoming increasingly multicultural;
- the development of technical systems regarding the registration of the student population as well as systems which monitor the student progress of ethnic students; and
- aspects of the curriculum such as the development of entrance and examination tests, instruments for diagnosis, the adaptation of existing curricula, screening of course material, to trace the monolithic and ethnocentric biases of the curriculum.

This list shows that projects cover a variety of topics and differ in scope. They range from a specific focus on recruiting more ethnic students to curriculum development in a broadest sense infusing all levels of the organisation. Half of all the projects funded are oriented towards ethnic students in a direct way, in 30 per cent the direct and indirect orientation are combined, whereas the remaining 20 per cent is only indirectly oriented. Of the two larger projects where several institutions collaborate, one concerns the development of course material and didactic approaches regarding Dutch as a second language, and the other project is devoted to the process of interculturalisation. Interculturalisation is a frequently coined term, which leads to much misunderstanding. It refers to the objective of creating a suitable environment for all students and staff, regardless of their ethnic background. This implies a process on all organisational levels from the central board of governors to the faculty levels and student–teacher relationships.

One criterion for financial assistance is that projects become part of the overall institutional policy on ethnic diversity. It appears that a major-

ity of the present projects have their origins in initiatives taken at an earlier stage, as a response to observations that ethnic students needed some special attention. But the availability of financial means enabled institutions to bring more coherence in these initiatives and to expand specific topics which otherwise would not have been possible.

Several institutions have come to recognise these projects as part of a broader set of policy objectives, such as innovation, emancipation, diversity and quality assurance. As a consequence provisions developed for ethnic students are principally open for all students, under the slogan: 'what is good for ethnic students is good for all students'. Such a strategy tries to avoid the situation that ethnic minority students become isolated from the other students and are stigmatised as a separate group.

In virtually all cases, projects are organised around a management team in charge of carrying out the work. The function of project leader or co-ordinator is usually performed by staff who do this as a sideline: student advisors, mentors, academic staff and policy officials. Occasionally, someone has been recruited externally as co-ordinator to pursue multicultural policies at the institutional level.

As the objectives of the projects differ considerably, projects vary in terms of the management structure, the planning and budgeting. Some projects have an informal structure, whereby the project managers collaborate with several staff members depending on the kind of expertise needed. Particularly at universities where student advisors have a central position, the structure is as informal as possible. Other projects have a more formal structure, consisting of a management team in which different staff members are participating, as well as a supporting group in which the central management and/or faculty management are represented.

Generally, projects have a clear organisational setting within the institution, whereby hours of staff, agreements and efforts by teachers, mentors and other (supportive) staff are assigned. The management team is supposed to have regular

contact with the overall management of the institution.

Asked about the commitment to the project, several project managers indicate that it takes a lot of time to give the project a broad basis and attune it to the various organisational levels. The project management was asked to indicate on a five-points scale the extent to which they agree with the proposition that there is adequate commitment for the project from both the shop floor and the general management level (Figure 1 and 2).

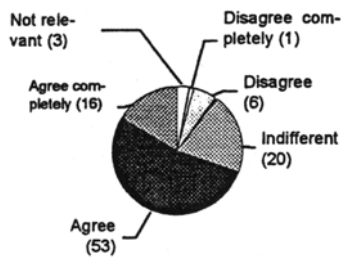


Figure 1 There is commitment on shop floor (%) $N=79$

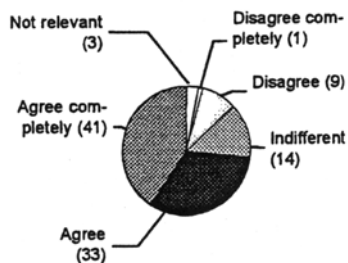


Figure 2 There is commitment on management level (%) $N=79$

It appears that the commitment from management is assessed more favourably than the commitment from the shop floor (teaching and supportive staff). Nevertheless, the categories 'agree' and 'completely agree' for the shop floor still add up to 69 per cent. The commitment on both levels is not optimal in 10 per cent (management) and 7 per cent (shop floor) of the projects.

Some projects meet some resistance, particularly among the teaching staff, and much energy is needed to accomplish a broader basis. Some staff are less motivated to paying attention to the special position of ethnic students and do not display a collaborative attitude. Other teachers are more positive and belong to those who are commonly much involved in innovative activities. As a consequence, they are often overburdened and consequently have less time to be involved in the project.

The commitment from the management is stronger, which is not so remarkable given the fact that project proposals have to be submitted by the central management, and given the criterion of matching budgets. As institutions have to fund at least half of the project costs, the institutional management has a clear interest in the success of the project and is prepared to support its activities. Particularly when the implementation of a project is limited to a few faculties or units, the central board of governors can adopt its influence and legitimating power in order to facilitate acceptance on all levels and units of the institution.

From this research it appears that most projects are rather broadly based and have been able to create a commitment to the achievement of project objectives. Multiple approaches with coordinated planning activities, rather than a purely top-down approach, are essential elements for success.

Approaches

Quantitative approaches

One of the criteria for funds is that institutions should develop a registration system according to which the enrolment and the study progress of ethnic students can be monitored. Although some institutions already have such a system in operation, most institutions are still in the process of development. One problem concerns the definition of ethnic groups. Avoiding a detailed discussion on the topic, the Dutch government distinguishes between the nationality, the native country and the native country of the parents. According to this definition, those who were born in the Netherlands, but whose father or

mother (or both) were born elsewhere, are counted as 'ethnic' as well.

However, it appears that institutions use different definitions of ethnic students. Sometimes they only register those with another nationality, which in times of increasing internationalisation is not an appropriate definition. A few other institutions use more subjective methods, such as counting the number of scarf-wearing Muslim girls – which evidently is a very bad method. A more generally accepted method is that institutions add a question on the registration which students can fill in or not, as they choose, about their nationality and family background.

The enrolment in Dutch higher education in 1997 is for universities 3.5 per cent and for HBOs 6.1 per cent. For the HBOs the last figure can be more precise only if the numbers are used from those institutions which apply more adequate methods of data collection, namely 15 HBOs which count 9.3 per cent ethnic students, a percentage which was 7.7 per cent in 1996 (De Weert 1997). Of all the ethnic students, 85 per cent has taken secondary education in the Netherlands and 15 per cent elsewhere. Another interesting phenomenon is that a relatively larger group of ethnic students (37% of all ethnic students) takes courses in economics, law and management. This might be an indication, as Singh suggests, of the interest for these qualifications which offer more opportunities for self-employment, thus minimising the impact of racial discrimination on subsequent employment (Singh 1990).

Access

Most 'access projects' focus on preparing information to potential students about the institution, its studies, facilities for meeting special needs, study loans systems. An important question is whether the standard information material is appropriate, even when translated for different target groups. There is an increasing awareness that general concepts are not effective and that information should be more geared towards different target groups. Such an approach requires insight in the social determinants of the demand for education. Sociologists of education stress the social capital

of the family, a concept primarily referring to the social networks these groups maintain in which the family plays a crucial role (Coleman and Hoffer 1987) and the degree of restriction of these networks. The experience so far is that it is essential to develop tailor-made information not only for potential students, but for their parents as well. More specific information can be very useful for them with regard to the future prospects of their children.

A fruitful approach is to involve in the project senior students from different ethnic groups, who visit secondary schools and community centres to give information about higher education. They set an example for potential students who may identify with them. They are the ambassadors of higher education and are sensible of limiting the social restrictions which may occur in the transition to higher education.

The development of intake and assessment procedures for potential candidates is an objective of several projects. Areas include: an assessment of prior knowledge for a particular course; the construction of diagnostic tests to assess special needs; determining the potential of candidates in acquiring knowledge and skills through additional training. In particular, teacher training colleges employ rather rigorous intake procedures because of the fact that students have to do practical training at schools in their first year. Those who face difficulties with the Dutch language are not accepted, explaining to some degree the under-representation of ethnic groups in this sector.

Access is not conceived here as a simple quantitative increase of students, but includes the development of intake procedures to assess the suitability of a candidate for a course, and to assess whether the institution can provide adequate guidance and counselling. The experience has been that through these procedures new students can be better guided, thereby avoiding disappointments at a later stage.

Retention

Retention projects aim to reduce deficiencies and lack of study skills through additional training, to define factors for dropout and failure and to develop measures for improvement. Apart from the direct training facilities, it is important that

ethnic students feel they are taken seriously and that they are on equal terms within the institution and not subjected to the dominant culture. Part of this policy is to create possibilities for self-organisation whereby ethnic students can display their own activities and student life. The availability of an office, telephone and other equipment are very supportive in building up self-organisation, thereby contributing to self-esteem.

Indirect projects are not primarily focused on ethnic students as such, but aim to strengthen the professional basis of tutors, mentors, and teaching staff in their interaction with ethnic students, the development of didactic approaches as well as screening of course material on ethnocentric biases. Through video-recording, audio-visual techniques and workshops staff are confronted with student-teacher communication and with culturally biased attitudes. Most project managers consider the processes at least as important as actual outcomes: multiculturalism is a process in which staff are continuously made sensible to specific problems these students face.

In the interviews, several project managers have expressed their concern about recent curricular innovation programmes in which intercultural aspects play an important role. For example, in the mathematics curriculum the linguistic component is being reinforced, which for those with some language difficulties is a disadvantage. Similarly, the mastering of technical jargon of a subject can be an obstacle as ethnic students are less equipped to grasp these concepts in their own language.

As ethnic students face more problems with this innovative process, it is important to make staff more aware of the effects of curricular changes on the performance of ethnic students.

Transition to work

There is much labour market research available which shows that it takes ethnic minority graduates longer than their Dutch counterparts to find their first job and they are more likely to be unemployed. They also experience more difficulty than other graduates in obtaining suitable employment and are more likely to feel underemployed in their current job (Connor *et al.*

1996; Loo *et al.* 1997; Dagevos 1998). Moreover, it is recognised that ethnic students in the vocational sector, which include an element of work experience or apprenticeship, face more difficulties in finding placement than other students. Some institutions have created internal traineeships for those not having found a place at a firm, but this is considered an unsatisfactory solution.

Projects have been designed to prepare ethnic students for employment: orientation to private enterprises, training for the application process, oral and commercial reporting, communicative skills. Also, specific topics are covered like personnel policies, organisation of firms, legal status of personnel, collective agreements, career development and counselling, topics which help students in attaining practical experience. Results so far show that several ethnic students have benefited from these activities and have found jobs which correspond to their educational qualifications.

Some project managers have attempted to establish agreements with employers in accepting ethnic students for their practical training. It appears that employers are not willing to make long-term contractual arrangements, but informally are prepared to meet requests from institutions and be involved in activities undertaken in the framework of the project.

Factors for success and pitfalls

In assessing the efficacy of the various projects, a number of general factors can be noted which play an important role in the success or failure of a particular project. Obviously, factors such as time schedules, financial concerns, availability of expertise, motivation of personnel, areas of responsibility and competition with other institutional priorities are inherent for success in any type of project management. Apart from these factors, projects designed to improve the position of ethnic students and to promote change within the institution are confronted with some very specific issues. Simple add-on types of solutions without acknowledging the complexities inherent in such efforts will not have the optimal result.

On the basis of the research material and the interviews among project managers, several factors appear to be important for the successfulness of projects. The following list, which does not pretend to be exhaustive, is not simply a checklist to be used in a normative way. Some factors are derived from sometimes very specific situations and less applicable to other situations, but altogether they provide insight in factors for success.

Project definition

First of all, a project depends on the way it is taken up on the shop floor. Motivation, enthusiasm, and perseverance are essential elements as well as the capacity to build up a network both within the institution and externally. Particularly at the early stages of the project, much energy has to be put in stimulating and activating staff and management. Project managers have often to go against the current in this. However, running a project is not to be conceived as a personal enterprise, but needs to be incorporated within the organisation with practical plans, clear time schedules and arrangements. Educational organisations have set fixed time schedules at the beginning of the year and it appears rather difficult to claim time from staff which is not originally planned.

Support from institutional management

Although a top-down approach is not the most effective way, it is important that projects are supported by the highest levels of the institution. Although the board of governors formally has to approve project proposals and agree on co-funding, this does not sufficiently guarantee that the project gets support from the organisation. Some projects require more commitment than others, but generally the different management levels should continuously be involved. A more directive role towards all staff categories is felt to be desirable, so that project initiatives can be supported more forcefully.

In line with this argument, a project should not stand on itself, but should constitute part of a longer-term perspective. Unless there is a clear plan for implementation of the project outcomes within the organisation, and unless the project is viewed as an integral component of institutional

policy, the project will likely be devalued particularly after the external subsidy has come to an end.

Formative aspects

Projects are not limited to the quantitative increase of ethnic students, but also encompass broader objectives, the result of which are difficult to assess in the short run. Attention should be paid to process control and continuous evaluation. It appears that the presentation of results at regular times can be quite effective and that developed material, a particular course or faculty meeting can function as an eye-opener for others. Positive effects have also been attained from meetings in which more general themes were discussed such as the usefulness of special courses for ethnic students, or political themes like special funding schemes and affirmative action programmes for ethnic students.

Clear understanding of the target group

A basic pitfall is to view the ethnic student population as homogenous, bringing them together in one group. Many students don't want to be stigmatised as being ethnic, as this has become a byword for problematic cases. Some ethnic students do extremely well and there is no need to give them any special attention. It appears that ethnic students manifest themselves in a group very differently. Moreover, the social contexts (peer groups) in which they are situated diverge quite considerably in terms of the reception to new ideas. This heterogeneity requires a differentiated approach which is sensible to different categories and takes specific characteristics of the target group into account. The tuning of the project activities to the ideas and opinions of ethnic students themselves can make or break the project. The involvement of ethnic students themselves in the project turn out to be invaluable.

Showing results

As projects have a temporary status, it is important to show results of the project to the general management of the institution which decides on future (financial) efforts. This entails not only a quantitative indication of the enrolment and student progression, but also the

number of students participating in the project or indications of the special demands placed on student services. These data are important in order to monitor the efficacy of the project.

Since a registration system is a criterion for subsidy, many institutions have introduced an ethnic question on the application forms. However, these data are at present not easily available and only some institutions have developed a computerised data file. For 66 of the total of 80 projects a registration system exists, but in only 18 cases some quantitative data could be provided. In particular, the question how many ethnic students are actually participating in the project was poorly answered. This indicates that the monitoring systems are not as yet operative, and consequently, it is difficult to show project results in a quantitative way.

Role of national expert centre

Although most institutions already have a tradition of providing facilities for ethnic students, the external funds enable them to expand these more systematically. For other institutions it would not have been possible to pursue policies without these funds. The principle of matching budgets recognises the importance of the project within the institution.

Apart from the availability of external funds, national policy can be an inducement for innovative strategies in enhancing the position of ethnic minority students in higher education. The role of the national centre, ECHO, is particularly important because of the services provided and the expertise that is brought in. Project managers meet regularly at this centre to discuss areas of common interest.

Most project managers experience these services as positive, although they would like to see the tasks of the national centre extended: dissemination and transferability of project outcomes on a national and perhaps international scale, as well as assessment of the suitability of project results for wider use.

Specific versus general approaches

This research reveals that higher education policy that makes financial means available for project

funding has found a breeding ground within institutions of higher education. The commitment from the various levels of the organisation is quite satisfying and most of the projects are well integrated into other activities of the educational process. Several project managers have indicated that funds from the institutions themselves will continue to be reserved to enhance the position of ethnic students in case national funding will come to an end. This concerns particularly those institutions where the enrolment of ethnic students is relatively high. Obviously, the efficacy of these projects should ultimately be assessed in the extent to which ethnic students themselves benefit from it and in terms of promoting positive change on all levels of the institution. Although it is too early to determine these effects, the question has been raised if it would be more appropriate to develop general policies in the sphere of funding and quality assessment systems.

One option is that, in the funding system, the funding formula will be adapted in such a way that the number of ethnic students at an institution is being used as a weighting factor. Or the application of differentiated salary scales, like in France where the teachers in the *banlieues* are better paid than in the more prosperous quarters. Another option is the availability of financial aid to ethnic students as a form of positive action. This option seems quite premature. There is little evidence that financial aid is the key determinant as changes in assistance correspond closely to changes in overall higher education attendance rates of ethnic groups (Kingston 1992).

Another broad strategy is to incorporate the concern for ethnic students within the quality monitoring system and consider diversity as an integral component of educational quality. This offers an alluring perspective in the long run as it acknowledges that the concern for ethnic students belong to the standard tasks and responsibilities of institutions.

In these more general and integral approaches, the concern for ethnic students is part of the overall institutional policies and there is no guarantee that ethnic students benefit from the higher education provision equally. Particularly at institu-

tions which have a lower number of ethnic students, the support for them has to compete with other institutional priorities. Besides, the government has in the last few years developed policies in the sphere of funding and quality control – such as output funding, a new system of loans and grants, and a binding study advice to all first year students. As Cohen (1996) rightly observes, while these policies act as incentives for students to pass through the higher education system as fast and efficient as possible, they may be contradictory to the special attention for ethnic students. Because of this situation, there are good reasons to pursue specific policies on a project basis rather than general policy measures in which the attention for ethnic students is part of a whole set of priorities. The stigmatisation which a specific approach entails, counts for little compared to the stigmatisation which is the consequence of the obvious disadvantaged position of ethnic minorities in higher education and the labour market.

Through these projects important issues and problems can be identified and plans designed to promote constructive change. Projects that are well managed and are firmly embedded within the institution are the most successful for the time being. In addition, the national expert centre functions as a central point for co-ordination, dissemination of results and the development of professional support.

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