

# Ethnic segregation in housing, schools, and neighbourhoods in the Netherlands

Citation for published version (APA):

Ong, C. (2014). *Ethnic segregation in housing, schools, and neighbourhoods in the Netherlands*. [Doctoral Thesis, Maastricht University]. Maastricht University. <https://doi.org/10.26481/dis.20141114co>

## Document status and date:

Published: 01/01/2014

## DOI:

[10.26481/dis.20141114co](https://doi.org/10.26481/dis.20141114co)

## Document Version:

Publisher's PDF, also known as Version of record

## Please check the document version of this publication:

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Propositions accompanying the dissertation

ETHNIC SEGREGATION IN HOUSING, SCHOOLS, AND NEIGHBOURHOODS  
IN THE NETHERLANDS

by Cheng Boon Ong

1. Housing, school, and neighbourhood characteristics influencing residential location and school choice can be viewed as a bundle of quality attributes. In other parts of the world, segregation is about how each quality attribute is valued relative to other quality attributes, while in the Netherlands, it is just as much as about how policymakers influence the 'bundling' process. (Chapters 2, 3, 4, and 5)
2. The median non-western homeowner is relatively indifferent towards neighbourhood ethnic composition but at least some prefer *not* to live with more non-western neighbours. (Chapter 2)
3. While the ethnic minorities have adapted to being a 'minority', the native Dutch majority do not appear to do well in the 'minority' position – native Dutch students in predominantly non-western minority primary schools experience a higher likelihood of high school dropout. (Chapter 4)
4. Dutch urban planners appear to have hit the jackpot in preventing neighbourhoods from 'tipping' into ethnic enclaves via their large social housing sector, centralised tax and redistributive regime, and strong state regulation in housing and urban planning. (Chapter 5)
5. In a free society, policy interventions need to account for the effects of preferences and choice. (Chapter 3)
6. The trade-off between choice and segregation will remain a key issue in the Dutch political discourse for the generations to come.
7. 'Non-western' and 'western' are misnomers in the Dutch segregation discourse, for instance, while Malaysia is 'non-western', Indonesia is considered 'western'.
8. The twin elephants in the room are the growing socioeconomic inequality accompanied by the liberalisation of the housing market, two unfamiliar phenomena in Dutch post-war history.
9. "You know, it's amazing how many supervillains have advanced degrees. Graduate schools should probably do a better job at screening those people out."  
- Dr. Sheldon Cooper (2008), *The Big Bang Theory*, Season 2
10. "The conceptions I have summarised here I first put forward only tentatively, but in the course of time they have won such a hold over me that I can no longer think in any other way." - Sigmund Freud (1930), *Civilization and its Discontents*