Diversity Management at Flemish Institutions for Higher Education: tools for measuring and monitoring

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Training & Consulting

Education programs

Research & Innovation

Human Resources & Organizational Development

Personal growth, professional development, intercultural learning

Knowledge development, field based research

Development of didactical tools, methods & training packages
Overview

- Purpose
- Theoretical frame of ‘human capital’ and diversity
- Multiculturalism in Belgium
- Higher education responses
- Incentive funds (2008-2010)
- Findings from the evaluation study
- Innovative projects
- Conclusion
Purpose

• To explore the potential returns of investments in diversity (management) in higher education, both theoretically and empirically
  – Framework of ‘human capital’ theory
  – Based on evaluation study of HED policies and institutional practices (2008-2010)

• To identify innovative ways for universities and colleges to further their cultural diversity in view of expected returns for society, institutions, and individuals

• To share experiences at this CHE forum
‘Human capital’ theory

• Origins in economic theory (Mincer, Schultz & Becker, ‘Chicago school)
  • Recognition of workforce as means of production, into which more investments yield additional output
  • HC=stock of acquired abilities and personality attributes

• Education economists
  • Return on private investment for individual student (private)
    – Impact on (future) earnings, quality of employment
  • Return on public investment (public returns)
    – Impact on growth, fiscal incomes, employment rate & labour market

• Other social scientists & educators
  • Relevance of HC to social goods such as democracy, health, citizenship (broadly speaking ‘human development’, Amartya Sen)
  • Link with concept of ‘social capital’ (Putnam)
Multiculturalism in Belgium

• Growing cultural diversity
  – Over 20% of Belgians have ethnic different background
  – Concentration in major cities (see table next slide)

• Impact on (higher) education
  – 20% of children in basic education from ethnic minority background – 40% is ‘streamed into’ technical & vocational types of secondary education
  – 50% of youngsters of ethnic minority background leave school without certificate or degree
  – Only 7% of students in HED is from ethnic different background
  – <1% teachers in (higher) education has ethnically different backgrounds
### City Demographics

<table>
<thead>
<tr>
<th>City</th>
<th>Population</th>
<th>% EDB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brussels Region</td>
<td>1,050,000</td>
<td>67.9%</td>
</tr>
<tr>
<td>Antwerp</td>
<td>472,000</td>
<td>39.7%</td>
</tr>
<tr>
<td>Gent</td>
<td>237,000</td>
<td>25.6%</td>
</tr>
<tr>
<td>Bruges</td>
<td>117,000</td>
<td>6.2%</td>
</tr>
<tr>
<td>Louvain</td>
<td>93,000</td>
<td>26.3%</td>
</tr>
<tr>
<td>Mechelen</td>
<td>79,500</td>
<td>27.3%</td>
</tr>
<tr>
<td>Charleroi</td>
<td>201,500</td>
<td>41.0%</td>
</tr>
<tr>
<td>Liège</td>
<td>190,100</td>
<td>47.0%</td>
</tr>
<tr>
<td>Namur</td>
<td>108,000</td>
<td>15.0%</td>
</tr>
</tbody>
</table>

Source: Center Sociological Research, KULeuven (2010)
HE Policy response

• Sense of urgency
  – At level of society
  – At level of schools and colleges
  – At level of class room management
  – At level of individual teacher & students

• Levels of intervention in higher education
  – External environment (links to society, other levels of education...)
  – System level (organization, finance, recognition of degrees...)
  – Institutional level (curriculum, teachers, learning environment, pr...)
  – Student related level (backgrounds, education goals, flexiblity...)

• Institutional incentive fund for diversity and equal opportunities at universities & colleges
The Flemish Incentive Fund

• New Finance Decree 2008

• Program earmarked to ‘encourage’ institutions:
  • To take measures to increase access and educational success of underrepresented students
  • To plan, monitor and evaluate these measures on the basis of general outcome indicators
  • To contribute to the funding of these measures on the basis of a matching fund with Government
  • And to conclude bilateral agreement with the Government

• Overall funding for the program 6,5 mio. Euro (0,5% of government general funds for HEI.)
Indicators Incentive Fund

• Increased access, improved education efficiency, and successful exit of underrepresented groups at institution
• Strategic policy plan on diversity and equal opportunity at institutional level
• Systemic collection of data (institutional research data)
• Monitoring and evaluation
• Participation of target groups
• Sustainability by structurally embedding inclusive measures in institutional structures and policies
• Exchange of expertise within the institution and with other players
Evaluation incentive fund

- Unsufficient funding overall but high visibility
- Shared responsibility
  - Room for experimentation and institutional initiatives
  - Policy intentions of GOV
  - Outcome orientation
- Implementation
  - Project based interventions vs. structural measures
  - Decentralizing process / integrating outcomes
  - Institutional process of defining strategic policy
- Monitoring and measuring
  - Lacking operationalized outcome measures
  - Lacking definition of target groups
  - More data on efforts than on outcomes
Innovative Projects

• Intercultural competence of students and teachers
• Professionalizing diversity management
• Participative methods and approaches
• Learning climate and facilities
• Projects leading do integral and integrated institutional policy
• Individualized coaching, mentoring, tutoring
• Design for all
• Regional focus
• Outreach to community
• Institutional profile
Evaluation IF projects

(How) Do outcomes lead to increased ‘human capital’?

1. Economic added value
2. Educational value
3. Professional added value
4. Social networks (cf. social capital)
5. (inter- or trans-)cultural competency

Example ‘Living in Mechelen’
Conclusions

• Effective Intercultural Management at HEI supports, broadens and reinforces the basic tenets of ‘human capital’ theory

• Further research and studies are needed on particular outcomes in relation to human capital development (e.g. impact of intercultural competence on labour market)

• Sharing experiences across borders