

**DIRECTORATE FOR EDUCATION AND SKILLS
EDUCATION POLICY COMMITTEE**

**DRAFT SUMMARY RECORD: 5TH POLICY FORUM ON STRENGTH
THROUGH DIVERSITY**

The governance of integration of immigrant and refugee students in remote regions

15-16 November 2018

Hotel Escuela, Santa Cruz, Tenerife, Canary Islands

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Draft Summary Record: Fifth Policy Forum – Strength through Diversity

The Governance of Integration of Immigrant and Refugee Students in Remote Regions

Welcome

1. The fifth policy forum of the *Strength through Diversity* project was held on 15-16 November 2018, in collaboration with the Ministry of Education and Universities (Canary Islands). President Fernando Clavijo (Government of Canary Islands) and Ms. Yuri Belfali (OECD Secretariat/ Directorate for Education and Skills) opened the meeting. A musical performance by an intercultural chorus of children of a local school immediately followed, demonstrating the power of unity the arts hold and the role that they play in achieving the ultimate goal of schools: supporting the lives of children.

Keynote Presentation

2. Professor Vicente Manuel Zapata Hernández (University of La Laguna – Santa Cruz, Tenerife) gave the keynote presentation on “Inclusive education with a community approach: A formula to strengthen coexistence in contexts of significant cultural diversity”. The keynote discussed the importance of the education system as a resource for ensuring social inclusion in culturally diverse contexts brought about by international migration. The speaker emphasised the need for an intercultural approach, which should be implemented by the community using a long-term and constantly evolving process in order to ensure positive relationships and a collective identity in which diversity plays a central role. The keynote drew on the prepared background paper by the speaker [doc. ref. [EDU/EDPC\(2018\)54](#)].

Overview of “Strength through Diversity” Project

3. Ms. Francesca Borgonovi (OECD Secretariat) provided an overview of the *Strength through Diversity* project, shared some results of the analyses, provided an update on the project outputs since 2017 and explained the aims and agenda of the fifth policy forum [doc. ref. [EDU/EDPC/A\(2018\)11/REV4](#)].

Policies and Programmes in the Canary Islands

4. Mr. David Pérez-Dionis Chinaea (Government of the Canary Islands) provided an overview of immigrant flows to the Canary Islands and the Islands’ various policies and programmes, highlighting the importance of inclusive education in times of increasing migrant flows and sharing some policies specific to remote regions. Mr. Albano de Alonso Paz and Ms. María del Cristo Rodríguez Gómez then presented their project, “Spanish as a Bridge,” that shares the goal of defending global, multilingual and intercultural education with thirty countries across five continents.

Session 1: Mapping Education, Migration and Remote Regions

5. The aim of the session was to identify the spatiality of migrants’ residential decisions, how diverse classrooms affect the educational outcomes of natives and the extent to which natives’ educational choices are driven by the perception of educational costs or

benefits arising from integration shape the educational landscape. Mr. Paolo Veneri (OECD Secretariat/ Centre for Entrepreneurship, SMEs, Regions and Cities) presented recent work mapping regional dimensions of migration and education and underlined an overall trend of migrant populations concentrating in urban cities and regions. He noted that policy coordination for migration is an opportunity to bring together various sectors and levels of governments from multiple countries to identify new governance approaches, which are valuable to building more resilient populations. He noted how peripheral regions can be highly heterogeneous: some face a large surge in migrant numbers either because of location (being in the corridors of international migration flows) or because they are in highly touristic locations (like the Canary Islands). Others face population decline among native populations and have little experience of international migration.

6. Mr. Jacopo Mazza (European Commission's Joint Research Centre) then presented findings from a recent research project conducted by JRC on the effects that a concentration of migrant children in the classroom have for the educational achievements of native children, given that immigrant concentration depends not only on the residential decisions of migrants but also on the perceived benefits or problems resulting from diverse classrooms among natives. His presentation was followed by small group discussions on common challenges of integrating refugee and immigrant children into education systems on the local- and regional-level. The small groups then identified methods and approaches that could address these challenges.

Session 2: Migration: From Challenge to Educational Opportunity

7. The second session aimed to discuss solutions to coordination challenges within the education sector and across other relevant sectors by identifying gaps in areas such as funding, strategic planning, communication, etc. that can affect immigrant student integration at the local and regional level. Mr. Thomas Liebig (OECD Secretariat/ Employment, Labour and Social Affairs) opened the session illustrating findings from work conducted at the OECD on integration and coordination efforts across sectors, highlighting key challenges as well as promising strategies and approaches to addressing these in the future. Mr. Liebig's presentation was followed by an intervention prepared by Ms. Claire Charbit and Anna Piccinni (OECD Secretariat/Centre for Entrepreneurship, SMEs, Regions and Cities) who presented work on local-level migration, integration and coordination.

8. Ms. Carmen Artiles Moraleda and Ms. Raquel Henriquez Alvarez presented the project "Alice in Wonderland: Discovering our roots", a collaborative initiative supported by the European Union and involving pre- and primary-level schools in six European countries with the aim of raising awareness internationally about the importance of developing inclusive schools that celebrate diversity. A text by Mr. Stéphane Périchon (senior staff in a high school in Normandy) illustrates the role of local initiative in an institutional framework and a global policy [see [EDU/EDPC\(2018\)55](#)]. Their presentations were followed by a short plenary discussion on improving coordination in the education sector while identifying any gaps in the integration of migrant students both within and across sectors.

Session 3: Policy Learning from Other Sectors for Education in Remote Regions

9. The aim of this session was to propose new strategies and mechanisms to improve the preparedness of school systems for integrating large influxes of immigrant students by

drawing from examples of established and successful tools from other sectors that prepare for and manage large-scale flows, risks and crises of varying natures. Ms. Dolores León Donate presented on the local project, “Migrate to Library,” which aims to support immigrant and refugee students and their families through informal education and social inclusion led by librarians. Several OECD colleagues then presented by video on how each respective sector deals with and prepares for large-scale flows, crisis and risk. Mr. Håkan Tropp (OECD Secretariat/Centre for Entrepreneurship, SMEs, Regions and Cities) first provided important lessons and useful tools used by the water governance sector. His video was followed by Mr. Michele Cecchini (OECD Secretariat/Directorate for Employment, Labour and Social Affairs) who shared insights and policy learning on preparing for and managing diseases in the health sector. Their presentations were followed by small group discussions on what methods, strategies and tools could be transformed and implemented by the educational sector to help manage and increase preparedness for large-scale migration flows.

10. Due to time constraints, it was not possible to show the videos by Ms. Teresa Deubelli (OECD Secretariat/ Directorate for Public Governance) on various strategies and approaches used for risk management and Ms. Olvido Guzman (OECD Secretariat/Nuclear Energy Agency) who discussed good practices for managing crisis in the Nuclear Energy Sector, but links to the videos will be shared with all participants and uploaded on the project website.

Session 4: Reflections on School Visits

11. This session aimed to consider and reflect critically on promising teaching practices, school-wide programmes and solutions to challenges present in the specific region of the Canary Islands, highlighted during visits to secondary schools in the south of Tenerife, to provide suggestions of good practices for other remote regions and school systems. In the morning of the second day of the forum, participants had the possibility to visit one out of three selected secondary schools in the south of Tenerife. In Session 4, one rapporteur per school shared his/her reflections on what they saw that resonated with them, what they found surprising, what they saw that they would bring back to their classroom, country or organisation, and then what they did not see that they could offer to the discussion. Their presentations were followed by a plenary discussion on how the Canary Islands can continue to expand their good practices for integrating immigrant and refugee students, how schools can improve integration policies and programmes and finally, how ICTs can be used to ensure better integration practices, especially in remote regions.

Session 5: What Next for Immigrant and Refugee Educational Inclusion in Remote Regions?

12. The final session focused on educational governance with the aim of identifying gaps (e.g. policy, accountability, funding, capacity, etc.) that can act as barriers to the successful integration of immigrant and refugee students in educational systems, as well as discussing improvements for the future of educational inclusion in remote regions. Ms. Begoña Lopez Cuesta (TUAC) presented on the EI/OSF refugee education programme that involves several local projects in Spain. Ms. Iliane González Martín presented on the project International Cooperation: Improving the Future,” that aims to educate and engage the community for social and educational inclusion. Mr. Luka Boeskens and Mr. Thomas Rädinger (OECD Secretariat/ Directorate for Education and Skills) shared recent findings from the OECD Responsive School Systems report, highlighting challenges in providing quality education in remote regions and possible ways to mitigate these resource

challenges. Their presentation was followed by small group discussions on major gaps in 'educational governance' for successfully integrating migrant students in remote regions and what improvements or changes need to be made in existing structures to ensure this effective integration.

Conclusion and Other business

13. Mr. David Pérez-Dionis Chinaea (Ministry of Education and Universities, Canary Islands) and Ms. Yuri Belfali (OECD Secretariat/ Directorate for Education and Skills) presented the conclusions. In particular:

- The next meeting will take place in spring 2019, exact date and location to be determined.
- All PowerPoint presentations, videos, other material of the meeting and forum proceedings will be published on the project website after consultation among forum participants.