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## **DRAFT SUMMARY RECORD: 6TH POLICY FORUM ON STRENGTH THROUGH DIVERSITY**

**Equity, Diversity and Inclusiveness Challenges for Education Systems**

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OECD Conference Centre, Paris

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## Welcome

The sixth Policy Forum of the *Strength through Diversity* project was held on 6-7 June 2019 at the OECD in Paris. Mr. Paulo Santiago (OECD Secretariat/ Directorate for Education and Skills) opened the meeting and explained the aims and agenda of the sixth Policy Forum [doc. ref. EDU/EDPC/A(2019)7/REV3].

## Launch of “The Road to Integration: Education and Migration”

Ms. Francesca Borgonovi (OECD/Directorate for Education and Skills) presented the Synthesis Report for Phase I of the *Strength through Diversity* project “[The Road to Integration: Education and Migration](#)” to highlight key policy lessons from this work. The report drew on findings from several analytical reports, working papers, five policy fora and two country spotlight reports. It identified eight policy levers to help societies, education systems, schools and students fully benefit from increased diversity through supporting the integration of immigrants. This was followed by a short plenary discussion on the main findings of the report and suggestions for future work.

## Global Refugee Forum

Ms. Ita Sheehy (UNHCR) presented on the upcoming Global Refugee Forum, which seeks to build momentum towards achieving the objectives of the 2018 Global Refugee Compact, and discussed what could be done in the area of refugee education. The presenter emphasised the need to and mentioned ways in which the OECD and its member countries could contribute to delivering on the objectives of the Global Refugee Compact, for example by collecting data on refugee enrolment in primary and secondary schools. The presentation was followed by a short question and answer session.

## Session 1: Inclusive Societies

This session was divided into two parts. In the first part, Ms. Francesca Borgonovi (OECD/Directorate for Education and Skills) presented the analytical framework and key policy questions for analysis for the Strength through Diversity (Phase II) project: *Education for Inclusive Societies*. She explained that the second phase will focus on five dimensions of diversity: 1) migration; 2) ethnic groups and visible-minority induced diversity (including Roma populations and indigenous populations); 3) gender; 4) disabilities, learning impairments and mental health; 5) gifted students. Her presentation was followed by a short plenary discussion about which dimensions are important in different countries and comments

In the second part, Ms. Anna D'Addio (UNESCO/Global Education Monitoring Report) presented on the Global Education Monitoring Report 2020 Framework. She noted that the 2020 Report will focus on common mechanisms of exclusion, with a stronger focus on people with disabilities, and will recognise different contexts and challenges facing countries in providing inclusive education and adjusted recommendations. Ms. Adrienn Nyircsák (European Commission) then presented on the European Commission's work on social inclusion/inclusive education under the ET 2020 strategic cooperation framework. The European Commission adopts a practice-driven approach to inclusive education and has several horizontal and sectoral policies, programmes and funding in place to support learners at risk of exclusion and underachievement. The presentations were followed by a short question and answer session and then a plenary discussion on guiding principles for diversity, equity and inclusion in education systems and organisations.

## Session 2: Gender and sexual orientation

Ms. Ersilia Vaudo (European Space Agency) presented on diversity issues at the European Space Agency, highlighting the challenges of attracting female staff members from diverse member countries and what approaches the Agency was taking to increase the number of female staff.

Ms. Marie-Anne Valfort (OECD/Directorate for Employment, Labour and Social Affairs) then presented a current project evaluating the impact of school-based interventions to reduce LGBT-phobia, which is an experiment to evaluate an intervention by SOS Homophobie in French schools and is supported by the French Ministry of Education. Their presentations were followed by small group discussions on policies and practices that could ensure that all students, irrespective of their gender and sexual orientation, could express themselves safely and securely and what approaches schools could take to educate girls and boys on the safe use of social media.

## Workshop: Unpacking the intersections of diversity

In the morning of the second day of the forum, participants had the opportunity to take part in a practical exercise to delve deeper into different intersected dimensions of diversity and to think of innovative ways for how teachers and schools could be prepared to support such diverse students and create an equitable and inclusive education system. To do so, participants worked in small groups to discuss the challenges of a presented student persona and propose ways for teachers and schools to help this student and other diverse learners to feel supported in education.

## Session 3: Disabilities, learning impairments and mental health

Ms. Syrine El Abed and Ms. Montserrat Macuer (Institut d'Etudes Politiques) presented an overview of the field of disabilities and special needs in general and in education, with a special focus on learning impairments, through the example of dyslexia, and on autism. Ms. Verity Donnelly (European Agency for Special Needs and Inclusive Education) then presented on the work of the European Agency for Special Needs and Inclusive Education, in particular the ecosystem of support for inclusive education and the approach taken for country policy review analysis at the Agency. Their presentations were followed by a short question and answer session. A plenary discussion followed on what challenges countries and organisations have encountered in promoting the equality and inclusion of students with disabilities, learning impairments and mental health needs in education, and how education systems can meet the educational needs of such students.

## Session 4: Giftedness

Professor Todd Lubbart (University of Paris – Descartes) presented on ongoing research and policies in the area of gifted students and creativity. He highlighted different definitions and approaches to giftedness and distinguished between high intellectual and high creative potential. The former relates to different types of intelligence and mostly measured by IQ tests, while the latter is about the latent state of being able to generate new productions that are meaningful in their context. The speaker also emphasised that potential can be developed through education. The presentation was followed by a question and answer session, discussing different challenges regarding gifted students and variety of approaches taken in countries to support gifted students.

## Session 5: Ethnic groups and visible minorities

Ms. Marjolijn van der Klis (Dutch Ministry of Education, Culture and Science), Ms. Mary Tupan-Wenno (ECHO Expertise Center for Diversity Policy, Netherlands) and Mr. Khaled Tamimy (Diversity Talks and University of Amsterdam) first presented on student-engaged and student-led initiatives to improve diversity, inclusion and equity in Dutch higher education, highlighting in particular the Student-4-Student programme. Mr. Gabriel Machlica (OECD/Economics Directorate) then presented on enhancing the social integration of Roma students, drawing on the analysis conducted in the 2019 Economics Survey of Slovak Republic. Their presentations were followed by a short question and answer session.

## Conclusion and Other business

Mr. Paulo Santiago (OECD Secretariat/ Directorate for Education and Skills) and Ms. Francesca Borgonovi (OECD Secretariat/ Directorate for Education and Skills) presented the conclusions. In particular:

- The next meeting will take place in spring 2020, exact date and location to be determined.
- All PowerPoint presentations, other material of the meeting and forum proceedings will be published on the project website after consultation among forum participants.