Thursday – 6 June 2019

9.30   **Welcome and introductions**

- **Opening remarks**
  - o Mr. Paulo Santiago, Head of the Policy Advice and Implementation Division, OECD, will provide opening remarks and explain the objectives of the forum.

- **Self-introductions**

9:45   **Launch of "The Road to Integration: Education and Migration"**

This item will present the Synthesis Report of Phase I of the Strength through Diversity project, entitled the *Integration of Immigrants and Refugees in School and Training* Systems (2017-2018)

- **The session will start with the launch of the Synthesis report**
  - o Ms. Francesca Borgonovi (OECD/Directorate for Education and Skills) will present the Synthesis Report for Phase I of the *Strength through Diversity* project to highlight key policy lessons from this work.

- **Plenary discussion**: Countries are invited to comment/ ask questions about the report and to reflect on some of the following questions:
  - o Which findings did you find the most surprising?
  - o Which findings resonated with you the most?
  - o What did you learn from the report that you would take back to your country/organisation?
  - o What should the team concentrate on in the next phase (for example, due to new data availability)?

11:00   **Global Refugee Forum**

This item will focus on the work of UNHCR in the area of refugees and specifically refugee education.

- Ms. Ita Sheehy (UNHCR) will present on the upcoming Global Refugee Forum, which seeks to build momentum towards achieving the objectives of the 2018 Global Refugee Compact, and discuss what can be done in the area of refugee education.
- The presentation will be followed by a short question and answer session.

Coffee break (11.20-11.45)

11.45   **Session 1a: Inclusive Societies**

This item will focus on situating the study, defining its scope and presenting the analytical framework for the project.

- **The session will start with one presentation**

  o Ms. Francesca Borgonovi (OECD/Directorate for Education and Skills) will present the analytical framework and key policy questions for analysis for the Strength through Diversity (Phase II) project: *Education for Inclusive Societies*

  o The Secretariat will focus on the following five dimensions: 1) migration-induced diversity; 2) ethnic groups[1] and visible-minority induced diversity (including Roma populations and indigenous populations); 3) gender; 4) disabilities, learning impairments and mental health; 5) gifted students.

  o Presentation of analytical framework

- **Plenary:** Participants are invited to reflect on the analytical framework proposed and on the identification of key diversity dimensions.

Lunch break (12.45-14.00)

14.00   **Session 1b: Inclusive Societies (continued)**

This item will continue the presentations and discussions on inclusive education systems and societies from the morning.

- **The session will continue with two presentations:**

  o Ms. Anna D'Addio **(UNESCO/Global Education Monitoring Report)** will present on the Global Education Monitoring Report 2020 Framework

  o Ms. Adrienn Nyircsák **(European Commission)** will present on the European Commission's work on social inclusion/inclusive education under the ET 2020 strategic cooperation framework

- **Plenary discussion:** Participants are invited to comment or ask questions about the presentations and to reflect on the following questions:

  o In your education system, what are the guiding principles for diversity, equity and inclusion?
  o In what ways can the presented analytical frameworks be useful to your country's context?
  o What analytical frameworks are used in your education system to achieve diversity, equity and inclusiveness?

Coffee break (15.30-16.00)

16.00   **Session 2: Gender and Sexual Orientation**

This item will allow participants to learn more about ongoing research and policies in the area of the equality and inclusiveness of gender and sexual orientation in education, and to discuss some of the main issues in small groups.

- **The session will start with two presentations:**

  o Ms. Ersilia Vaudo **(European Space Agency)**

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[1] *Ethnicity refers to a group or groups to which people belong, and/or are perceived to belong, as a result of certain shared characteristics, including geographical and ancestral origins, but particularly cultural traditions, religious beliefs, social norms, shared heritage and language.

- o Ms. Marie-Anne Valfort **(OECD/Directorate for Employment, Labour and Social Affairs)**

- **Small group discussions**: Participants will work in small groups to discuss challenges in the area of the equality and inclusiveness of gender and sexual orientation in education and what type of policies in their countries/organisations aim to overcome these challenges.

Close of First Day (17:30)

Friday – 7 June 2019

9:30   **Workshop: Unpacking the intersections of diversity**

This item will provide 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.

- **Small group discussions:** Participants will work in small groups to discuss the challenges of a presented student persona and propose ways for teachers and schools to help this student to feel supported in education.

Coffee break (11.00-11.30)

11.30   **Session 3: Disabilities, learning impairments and mental health**

This item will allow participants to learn more about ongoing research and policies in the area of disabilities, learning impairments and mental health in education, and to engage with some of the main issues in plenary discussion.

- **The session will start with two presentations:**
  - o Ms. Syrine El Abed and Ms. Montserrat Macuer **(Institut d'Etudes Politiques)**
  - o Ms. Verity Donnelly **(European Agency for Special Needs and Inclusive Education)**

- **Plenary discussion**: Participants are invited to comment or ask questions about the presentations and to reflect on the following questions:
  - o What challenges have your countries/organisations encountered in promoting the equality and inclusion of students with disabilities, learning impairments and mental health needs in education?
  - o How can education systems meet the educational needs of students with disabilities, learning impairments and suffering from poor mental health?

Lunch break (12.45-14.00)

14.00   **Session 4: Gifted students**

This item will allow participants to learn more about ongoing research and policies in the area of gifted students, and to engage with some of the main issues in plenary discussion.

- **The session will start with one presentation:**
  - o Prof. Todd Lubart **(University of Paris – Descartes)**

- **Plenary discussion**: Participants are invited to comment or ask questions about the presentations and to reflect on the following questions:
  - How are gifted students defined in your country/organisation? Is there a specific category for these students?
  - What challenges have your countries/organisations encountered in supporting gifted students in education?
  - What are the main policy approaches used in your country/organisation to provide education to gifted students?

Coffee break (15.15-15:30)

15:30   **Session 5: Ethnic groups and visible minorities**

This item will allow participants to learn more about ongoing research and policies in the area of ethnic groups and visible minorities in education, and to engage with some of the main issues in plenary discussion.

- **The session will start with two presentations:**
  - 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)**
  - Mr. Gabriel Machlica **(OECD/Economics Directorate)**

- **Plenary discussion**: Participants are invited to comment or ask questions about the presentations and to reflect on the following questions:
  - What are the main ethnic groups and visible minorities in your country? How have they changed over time?
  - What challenges have countries/organisations encountered in promoting the equality and inclusion of ethnic groups and visible minorities in education?
  - What are the main policy approaches used in your country/organisation to support students of different linguistic, cultural or religious background?

17.15   **Conclusions and next steps**

Close of Second Day (17:30)