

Webinar Briefing Paper

Session: 2 Part 1 Equitable Education in Southeast Asia and the Importance of Teachers:

Date: 30 October, 2021

Time: 09.10 – 09.30

Session Overview

Speakers

- Professor Juan Miguel Luz, Policy Analyst and Former Undersecretary, Department of Education, the Philippines

Session Summary

Equity was defined as providing opportunities for everyone. Equitable education was first defined by the Millennium Development Goals and was refined in 2015 by the Sustainable Development Goals. Southeast Asia is very diverse and higher income countries have show more progress in these goals than lower income countries in the region. Universal primary enrolment is one of the goals that has seen much success in all of the countries in Southeast Asia, but lower income countries still lag in areas such as lower secondary enrolment, completion rates, and literacy rates.

Recommendations

The goals of education policies should be expanding access to education, inclusion and equity, gender equality, providing quality education, lifelong learning, helping disadvantaged children, as well as other global aspirations.

Next Steps

Ministries and their partners and other actions should stay engaged in discussions on equitable education, learning from one another, through meetings such as this conference.

Speaker Remarks

Professor Juan Miguel Luz, Policy Analyst and Former Undersecretary, Department of Education, the Philippines

“The importance of focusing on equity; you want to focus on equity not just to level the playing field but because we want to bring down costs to society... There is a high cost of leaving people behind.”

Key Evidence

Higher income countries in Southeast Asia have achieved many of the Millennium Development Goals and Sustainable Development Goals but middle income and lower income countries need to improve especially as students move into secondary and beyond.

Challenges, good practices

The challenges include expanding access to education, especially those in the last mile that can be very costly to reach, improve the situations of teachers through training and support, and address the needs of the learners that may be on different levels and may learn at a different pace than the curriculum. Finally, access to resources in more disadvantaged areas fails to meet the needs of the students and teachers.