

Webinar Briefing Paper

Session: 5 Recommendations of Actions for Equitable Education and Takeaways for Teachers: The Future of Equitable Education for the Region

Date: 30 October, 2021

Time: 14.50 – 15.10

Session Overview

Speakers

- Mr. Ichiro Miyazawa, Head Ad interim UNESCO Myanmar Office
Programme Specialist Lifelong Learning and Literacy UNESCO Bangkok Office

Session Summary

The purpose of this session was to answer the question of how to reach the goal of equitable education and what are the next steps. Five steps were given including: create the vision of equitable teachers, promote continuous professional development of equitable teachers, decentralize support systems for teachers to be leaders with responsibilities, review teacher education, and monitor and disseminate evidence effectively.

Recommendations

It is clear that teachers play an important role in the pursuit of equitable education. Therefore, governments should provide support systems to help transform that vision into action:

- (i) ***Create a vision of 'Equitable Teachers'*** – *Based on evidence and experiences, the collective vision should inspire energy and hope, yet be realistic and achievable.*

Governments and other actors should embed this vision into national education planning and policies.

- (ii) **Promote continuous professional development of equitable teachers** – To develop more equitable teachers, governments and actors may start by searching for existing equitable teachers on the ground, connecting them to other teachers as research has shown that connection and collaboration may be one of the most effective instrument of teacher professional development.*
- (iii) **Decentralized Support System for Teachers to be Leaders with Responsibilities** – as teachers face many challenges on the ground, it is important for the government and communities to support them. Support mechanisms may include financial, promotional and deployment incentives. Realized examples of effective decentralized support systems can be seen in many communities throughout Southeast Asia.*
- (iv) **Review Teacher Education** – teacher training curricula should be realigned with the vision of ‘equitable teachers’ and it is also important to ensure continuous professional development for ‘teacher trainers’ as well.*
- (v) **Monitor and Disseminate the Evidence Effectively** – as budgets may be limited, it is important to ensure that only the most effective policies and practices are deployed. However, currently there is a shortage of evidence so governments should continue to invest more on tracking, monitoring, consolidating and disseminating evidence effectively.*

Next Steps

Governments must start using the language of a vision of equitable education in bills, laws, papers, etc. Communication between stakeholders must be regular and consistent in order for it to gain momentum. Evidence from studies must be disseminated to help foster better evidence-based practices in education.

Speaker Remarks

Mr. Ichiro Miyazawa, Head Ad interim UNESCO Myanmar Office Programme Specialist Lifelong Learning and Literacy UNESCO Bangkok Office

“The important point is to keep the governments connected and try to support each other. I highly recommend that this kind of meeting, digitally or physically, keep continuously meeting. Just keep up

learning with each other to create good momentum. So that is the best way to keep this momentum for equitable education.”

Key Evidence

Fifty million students in Southeast Asia have been affected by the COVID-19 pandemic. The World Bank estimates that it could set students back as much as six months. This has resulted in over 12 million students dropping out most of whom are from disadvantaged backgrounds.

Challenges, good practices

Every country and area in Southeast Asia is unique and faces its own problems and challenges. There is no one-size-fits-all cookie cutter solution and the response to each problem must be adapted to the local context. The numerous global initiatives must be taken down to the regional, national, **and local levels.**