



Inter-Agency Network for Education in Emergencies
 Réseau Inter-Agences pour l'Éducation D'Urgence
 La Red Interagencial para Educación en Situaciones de Emergencia

Case Study on Teacher Compensation

Name: Fred Ligon

Position: Director

Name of your organisation: World Education

Date of program or policy implementation described in the case study 2000

Location of program or policy implementation described in the case study: Thailand – Burma border

Background

Please include:

- Brief overview of the context in which you are/were working (*emergency, post-crisis, recovery, development*) World Education is one of 10 organizations working in support of refugee education on the Thailand – Burma border. There are 9 refugee camps, many of which have been in existence for 10-20 years. Refugees continue to enter the camps on a monthly basis since the human rights situation in Burma has not improved with time.
 - Background information about the population for which the teacher compensation policy applied (refugees, IDP, returnees) Most of the refugees in the camps are ethnic minorities from Burma, with the majority being Karen.
 - What kind of teachers were you working with:
 - Teachers in government primary and secondary schools (including pre-school/ ECD)
 - Teachers in government supported non-formal education programs/ learning centres etc
 - Teachers in NGO supported schools aligned with the government system
 - Teachers in NGO/ community supported non-formal education programs/ learning centres
 - Teachers with or without formal teaching qualifications
 - Headteachers and classroom assistants
 - Volunteer teachers and paraprofessionals
- Other: _____

Teacher Compensation

Please describe your teacher compensation experience, including:

- Who are/were the key actors and what is/was their sphere of responsibilities with regard to the compensation of teachers? In 2 refugee camps, Jesuit Refugee Services (JRS) supports teacher stipends. In 7 camps, ZOA Refugee Care and World Education have shared this responsibility in support of teacher stipends for primary, middle and secondary school teachers. WEAVE and TOPS take responsibility for providing teacher stipends for nursery school teachers. World Education supports teacher stipends for special education and adult literacy teachers. JRS and ZOA support stipends for vocational education teachers.
- How did the money get dispersed? How was accountability assured? How were issues of corruption addressed? For nursery schools, the stipends are dispersed through the Karen Women's Organization and the Karenni Women's organization. Stipends for the formal school settings in camp are distributed by ZOA and JRS. Vocational training stipends are distributed by ZOA and JRS. Special education and adult literacy stipends are distributed by the Karen Women's Organization in 7 camps and by JRS special education stipends are distributed by JRS.

The Karen Education Department and the Karenni Education Department have overall responsibility for education in the camps with NGOs and community-based organizations offering support. They are responsible for updating statistics. Teachers are required to sign when they receive their stipends.

- Were there specific donor strategies and funding mechanisms put in place? If so, what approaches were taken and how were these implemented? Not that I am aware of.
- Were there specific government structures and/or policies around teacher compensation? If so, how were these communicated and implemented? Not that I am aware of.
- Was the community engaged in and encouraged to support the teacher compensation effort? If so, what approaches were taken to engage the community and what role(s) did they take to support the teacher compensation effort? Teacher compensation was initiated by NGOs at the request of the refugee education leaders.
- What were some of the challenges you faced in compensating teachers, and how did you overcome those challenges? The major challenge in providing stipends for teachers is the amount of compensation. Compared to what refugees can earn as camp medics, for example, the teacher stipend is quite small. Given the large number of teachers it has been difficult finding funding to increase the stipend. The low stipend level creates a morale issue and makes it difficult to attract refugees to teaching.
- Were there any tools that you used in this work? If so, please describe them and attach a copy if possible. Not that I am aware of.
- Please share any lessons learnt / outcomes / good practices resulting from this experience. I think it would have been useful if all NGOs had agreed in the beginning to offer the same stipends amount. Also, I think it's also important for agencies to agree on definitions. Is the type of compensation being provided a salary or a stipend?

Policy and Coordination

Please describe the policy and coordination elements of your teacher compensation experience. For instance:

- Who are/were the key actors and what is/was their sphere of responsibilities with respect to policy and coordination? The NGOs names above as well as the Karen Education Department and the Karenni Education Department.
- Did you advocate for equitable teacher compensation? If so, describe the process and outcomes: Our organization, as well as other NGOs have consistently advocated for better compensation for teachers. However, finding a donor has always been the main issue.
- Did you engage/ work with the government from the start of the process? Initially, NGOs were not allowed to provide services in the Thailand – Burma border camps other than basic shelter, food and health care. The main point of engagement for NGOs is the Thai Ministry of Interior and they have not been involved in provision of teacher compensation. Recently, the Thai Ministry of Education. has gotten more involved in refugee education but not in the area of teacher compensation.
- Did you engage/ work with local or international donors during the process? NGOs have a variety of donors. World Education has been funded by USAID since 1999 and teacher compensation has been part of the package of activities that USAID funds WE to do.
- How did you engage/ work with these other actors and ensure coordination? Coordination is ensured through the CCSDPT (Coordinating Committee for Services to Displaced Persons in Thailand). This group was established more that 30 years ago and is comprised of 20 NGOs which are registered by the Ministry of Interior to work in the Thailand – Burma border camps. Every year each organizations is required to submit a proposal to MOI outlining what it intends to do the following year. In the case of NGOs supporting education, the CCSDPT Education Sub-committee reviews proposals before they are submitted. In the case of new organizations wanting to work in the border camps, the proposals are also reviewed to ensure there is no duplication.
- What were some of the challenges you faced in developing policy and ensuring coordination, and how did you overcome those challenges? The main challenge is ensuring equity between positions refugees have in the camps. Teacher compensation has always been quite low when compared to those working in health care.
- Were there any tools that you used in this work? If so, please describe them and attach a copy if possible. Not that I am aware of.
- Please share any lessons learnt / outcomes / good practices resulting from this experience. Try to get agreement from all agencies involved in the beginning when determining the level of teacher compensation.

Teacher Motivation, Support and Supervision

Please describe the teacher motivation, support and supervision elements of your teacher compensation experience. For instance, motivation and support may include in-service training; provision of housing, transportation, and food, etc.; defining what a teacher means in the community; building community respect for teachers; fostering student success to give teachers success, etc.

- Who are/were the key actors and what is/was their sphere of responsibilities with regard to teacher motivation, support and supervision? Please be sure to demarcate the roles of the government, community and international actors. NGOs (ZOA, World Education, JRS, ICS, WEAVE, TOPS, etc.) support the work of the Karen Education Department and the Karenni Education Department, as well as community-based organizations such as the Karen Women's Organization and the Karenni Women's Organization. The Thai government has not been involved in refugee education until very recently when they initiated the study of Thai language in the camps and began discussions about accreditation. UNHCR does not have a role in refugee education in the Thailand – Burma border camps.
- How was accountability realized? Was there a code of conduct? If so, please describe and attach a copy if possible. How were issues of corruption and/or exploitation addressed? World Education has a code of conduct for its own staff as do other organizations. Teachers in the camps also have guidelines on their behavior. There are mechanisms set up or in the planning stages for reporting.
- What were some of the challenges you faced in motivating, supporting and supervising teachers, and how did you overcome those challenges? The major challenge is the small stipend.
- Were there any tools that you used in this work? If so, please describe them and attach a copy if possible. Not that I am aware of.
- Please share any lessons learnt / outcomes / good practices resulting from this experience.