

Rapporteur Notes, Global Consultation 2009

Rapporteur's Name: Janet Shriberg

Session Title: *Bridging the Quality Gap: Launch of the INEE Guidance Notes on Teacher Compensation in Fragile States, Situations of Displacement and Post-Crisis Recovery*

Session Objective: Strengthen institutional coordination, policy dialogue and advocacy to ensure education for all affected by crisis

New Insights:

1. Innovative payment schemes such as the case study of Ethiopia demonstrate that teacher compensation shared by government and outside support can be successful—case study showed a phased approach whereby the Ethiopian government was able to eventually fully pay teachers.
2. The current minimum standards are a good example of how different points of views can be reflected (can serve as a model of participatory development)

Key Points

1. Teachers Unions may often be considered as 'agitators' or challenges to creating systems to paying teachers however working directly with teacher unions may actually ensure better teacher buy-in and support to teacher needs.
2. The INEE minimum standards are not meant to have a single, uniform strategy for all contexts but to create foundational strategies that can help inform a contextually-relevant approach based on the particular case.

Primary Recommendations:

1. Ultimately the responsibility of paying teachers lies with the government and therefore, it is important for international organizations to coordinate with governments early in the planning and payment process to maximize government buy-in and sustainability (as in Ethiopia case study)
2. Support to governments should be carefully coordinated throughout all phases of payment scheme to ensure smooth transition from outside support to a government-owned process
3. Organizations and governments should include a better understanding of the ways that teachers' unions can help improve the situation for teachers including compensation and non-monetary support.
4. Revise INEE documents so there are different versions of standards for different audiences (e.g., we may need a shortened version that can be used as an advocacy tool with donors)
5. (In a similar vein to #4), In general we may need better guidance on how to disseminate INEE standards to different audiences
6. Enhance global knowledge and capacity in order to support education in crisis and post-crisis settings.
7. We should consider how to best incorporate the interests of children; to what extent can children be part of this consultative process?