

Migrant schools: a human rights perspective

Inclusive education for Burmese migrants on the Thailand/ Burma border¹



Migrant children learn to 'wai' (Courtesy of the Burmese Migrant Workers' Education Committee)

Abstract

Thailand is home to many thousands of children of migrants from Burma whose right to education is not being met. The Royal Thai Government has an Education for All policy, yet in practice constraints of nationality and ethnicity, language and culture, economic status and legal status combine to exclude significant numbers of children. In response to this exclusion, migrant communities have themselves established numerous 'migrant schools'. Without formal recognition, however, such schools are insecure, under-resourced, largely unmonitored, and unable to issue recognised qualifications that would enable students to access higher education or to improve their employment prospects.

VSO has been working for two and half years with a local Thai education authority and a network of migrant schools to bridge the social divide between the Thai state education system and migrant schools. This paper sets out lessons learned from this experience to date, constraints that remain, and prospects for the future, framed by VSO

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Thailand/Burma's rights-based approach. With an estimated 1.5 million migrants from Burma, the paper is particularly relevant for Thai policy-makers and educationalists, but also contributes to the wider discourse around inclusive education for the growing numbers of migrant communities around the world.

The educational context for children from Burma

Burma, with its decades-long military dictatorship, is an extreme example of those countries 'which fall short of even the most basic notions of democracy, and where the most egregious human rights violations occur'(FCO, 2007: 6). The situation is at it's worst 'in border areas where ethnic nationality groups reside' (UN, 2007). By current estimates, there are about half a million internally placed people living in eastern Burma, (TBBC, 2008: 3) with more still having fled the country entirely.

The majority of those fleeing Burma end up in Thailand, which is home to 116,661 registered refugees² and a much greater number of so-called 'migrants' - a catch-all classification that includes undocumented refugees and economic migrants³. Most migrants are not registered with Thailand's Ministry of Interior, hampering efforts to quantify actual numbers, although it is estimated to be approximately one and a half million people (Chantavanich et al, 2007: 71).

Officially recognised refugee children living in nine camps on the Thailand/Burma border can access educational opportunities provided by local community based organisations in association with international non governmental organisations. These activities are coordinated through the Committee for the Co-ordination of Services to Displaced People in Thailand, under the aegis of the Royal Thai Government's Ministry of Interior.

The situation for migrant children, who considerably outnumber refugee children, is less clear. In theory, migrant children, even if unregistered, can enter the Thai state education system. This was made possible by a Cabinet Resolution in 2005 recognising the right to education of all children, including those without evidence of civil registration or Thai nationality. In practice, however, the most optimistic estimates suggest less than 16% of registered migrant children attend Thai schools (Chantavanich et al, 2007: 35). When the rather greater number of unregistered migrant children is brought into the picture, it is clear that the vast majority of migrant children are not accessing education through the Thai state system.

There are many constraints to migrant children entering Thai schools, although more work is needed to analyse these rigorously. Some of the barriers include:

- a lack of awareness among migrant families about a child's right to enrol in Thai schools;
- the security concerns of undocumented migrants, and a consequent unwillingness to assert their rights;

² UNHCR figures for December 2008, although the Thailand-Burma Border Consortium estimates actual numbers in the camp to be 134,942.

³ Thailand has not yet signed the UN Convention Relating to the Status of Refugees, and the Royal Thai Government's equivalent categorisation is narrowly defined. The term 'migrant' covers, therefore, mixed migration flows - i.e. movements that include people who need international protection and others that are not in the same situation, such as economic migrants.

- a lack of awareness or a lack of willingness on the part of some Thai schools to register non-Thai children;
- the language of instruction;
- parents' concerns about the cultural relevance of the curriculum followed;
- the direct and indirect financial costs involved in attending schools;
- pressure for migrant children to work rather than attend school; and
- the itinerant lifestyle of many migrant families.

A popular alternative to registering in a Thai school is to enrol in one of the many migrant schools established by local migrant communities. Although they are not formally recognised, Thai local education authorities on the Thailand/Burma border are unofficially aware of some 88 migrant schools with an estimated 15,855 students and 981 teachers (OEC, 2008: 17). There are likely to be at least as many again that are not as yet known to the Thai education authorities.

Many of the constraints mentioned above with reference to Thai schools do not apply to migrant schools, and the number of such establishments is a testament to their success in meeting an otherwise unmet need. The fact that such schools are formally unrecognised, however, brings its own set of challenges, including:

- a lack of recognition for the qualifications of graduating students;
- significant security concerns for the schools themselves and for the majority of the teachers (who are often undocumented migrants);
- a wide diversity of curricula and variable teaching and school management standards;
- a lack of accountability mechanisms to ensure good quality education is provided;
- limited and precarious resources to build and maintain infrastructure, to provide teaching resources, and to pay teachers' salaries.

The option for migrant schools to register as what the Royal Thai Government calls 'learning centres' would address many of the challenges mentioned above. It would represent, therefore, a significant step forward in meeting the right to education of all children in Thailand. This possibility has been under discussion for several years, however practical proposals to implement such a policy have been delayed at cabinet level as a result of the political turmoil of the last 18 months or so. It is in this context, and in preparation for the day when registration of migrant schools becomes a possibility, that VSO has been working with different stakeholders for the past two and half years.

Background to VSO's involvement

VSO is an international development agency that fights poverty and disadvantage in 42 countries. VSO's distinctive expertise lies in the placement of international volunteer professionals with local partner organisations, sharing skills to develop locally appropriate solutions to development challenges. In this sense, VSO is not an implementing organisation that sets up its own programmes: it works by building upon existing local capacity. VSO has a particular competency in the education sector, with more than 50 years' experience and with a current portfolio of 19 education programmes

around the world. Many of these focus on inclusive education, which VSO defines as the full participation of all children in their local schools⁴.

VSO has been working on the Thailand/Burma border for many years, and - recognising Thailand's development gains over recent decades - it became the exclusive focus of programming in Thailand in late 2005. VSO's analysis at that time identified access to education for migrant children as an important dimension of an inclusive education approach. Furthermore, VSO decided it could play a useful role in this context, principally because:

- it has experience of working in partnership with both state and non-state actors, and of helping each to work with the other; and
- it can deliver international volunteer professionals with the skills needed to help the Thai state system to manage the future registration of migrant schools as learning centres and to help would-be applicant migrant schools to build their capacity to meet the established criteria for registration.

VSO decided to focus its intervention initially on Tak province, because this is where there is one of the highest concentrations of migrant schools and migrant children on the Thailand/Burma border and it is also where the local Thai education authority, the Office of Tak Education Service Area 2 (Tak ESA2), has shown the greatest commitment to engaging with the migrant education.

A rights-based approach to migrant education

VSO Thailand/Burma adopts a rights-based approach to its work, which it is important to explain for two reasons. First, because there is traditionally resistance among some Thai state officials and others to any mention of human rights, even though its own policies often speak the language of rights. And second, because there are distinct advantages to a rights-based approach that are worth highlighting.

Thailand has signed up to most of the treaties and instruments that relate to the right to education, such as the UN Convention on the Rights of the Child⁵. The Royal Thai Government's own Education for All policy (MoE, 1999) talks about the right to education, and how this is recognised in the country's 1997 constitution. It goes on to define education for disadvantaged children as 'education for children and youth whose rights have been violated'. Documentation from the Ministry of Education is also written from a rights perspective (OEC, 2008: 8-13). In employing a rights-based approach VSO reflects, therefore, the Royal Thai Government's own stated perspective on and commitments to the right to education for all children.

VSO Thailand/Burma's rights-based approach means 'our work is about protecting and fulfilling internationally agreed human rights by helping rights-holders to claim their

⁴ For VSO, inclusive education is about all excluded children. Disabled children, orphans and children affected by HIV and AIDS, children from nomadic or minority communities, refugee and displaced children, and children from poor households may be excluded from or within schools. For disadvantaged children to realise their rights to education, education provision has to become more responsive to all learners' needs' (VSO International, 2007: 6).

⁵ The UN Convention on the Rights of the Child <http://www2.ohchr.org/english/law/crc.htm> Article 28 outlines the rights of the child to education.

rights and by helping duty-bearers to fulfil their obligations while demonstrating human rights principles in the way we work' (VSO Thailand/Burma, 2009). There is not space in this paper for a full discussion of the benefits of such an approach, but one practical advantage is the clear process that is indicated. It starts with an analysis of the immediate, underlying and structural causes of the non-realisation of rights, typically captured in a causal map. The next step is a pattern analysis to reveal who are the rights-holders and duty-bearers in a particular context, and identifying claim-duty relationships between stakeholders. Within each of these relationships it is then possible to look at the capacities of the rights-holders to claim entitlements, and the capacities of the duty-bearer to fulfil obligations. This process provides a useful framework for focusing capacity-building interventions in a logical and coherent way (Jonsson, 2005).

Tak province: a case study for migrant education

Tak province comprises 16,406 square kilometres of mountainous and forested land in north-western Thailand bordering Burma. The 2000 census estimated its population at 486,186 and it is growing quickly, largely thanks to its location as the natural gateway to Burma. It has one of the highest migrant populations in Thailand, located principally in the western half of the province centred on the town of Mae Sot. At time of writing Tak ESA 2, which covers the western half of the province, has information on 62 migrant schools with 9,298 students. There are at least a further twenty migrant schools that have yet to be in contact with the Thai local authorities.

There are a number of different stakeholders with roles to play in realising migrant children's right to education in Tak province. A rights-based analysis maps these stakeholders in relation to each other and determines whether in each relationship a particular organisation is a rights-holder or a duty-bearer. These designations are dependent on context, and any organisation or institution can be simultaneously a rights-holder and a duty bearer. For example, on the one hand migrant schools are entitled to claim support from the Thai state (and can therefore be defined as rights-holders), but at the same time they have an obligation to provide good quality teaching to their students (so can also be defined as duty-bearers). A full context analysis might consider the following stakeholders: migrant children, migrant parents, migrant teachers, migrant schools & networks, the local education authority, provincial authorities, other ministries, the Thai state at a national level, and international non-governmental organisations.

For the purposes of this paper two of these stakeholders that have an important claim-duty relationship related to the registration of migrant schools are considered. They are the principal umbrella organisation for migrant schools in the area, the Burmese Migrant Workers' Education Committee (BMWEC), and the local Thai education authority: Tak ESA2. These organisations occupy key positions when it comes to realising migrant children's right to education, and VSO Thailand/Burma has been supporting both for the last two and a half years.

As part of its intervention, VSO has started to address gaps in these partners' capacity - broadly defined - to realise the rights of migrant children to education. A rights-based approach assesses capacity to claim rights or to meet obligations in terms of motivation, authority, resources, decision-making, and communication. By this we mean:

- **Motivational capacity:** the desire to do something, or the feeling that one should do something (e.g. to prepare to register learning centres);
- **Authority:** the power or mandate to do something (e.g. to implement a national policy);
- **Resource capacity:** the resources - financial, human, organisational - to be able to do something (e.g. to train teachers);
- **Communication capacity:** access to the information needed to do something, and the ability to talk to and work with the other actors that need to be involved in successfully doing something (e.g. understanding the needs of migrant schools in order to work with them appropriately);
- **Decision-making capacity:** the processes to decide to do something based on an assessment of what needs to be done (e.g. to prioritise pre-registering learning centres).

BMWEC

The BMWEC represents nearly half the migrant schools in Tak ESA2's database, and it has long foreseen the advantages of registering its member schools as learning centres. In general terms, therefore, BMWEC's **motivational capacity** is high. Nonetheless, BMWEC and its member schools have legitimate concerns about the implications of registration, and it would be easy for them to lose trust in the process. Some of these concerns include:

- the implications of Tak ESA2's preference to consolidate fewer, larger migrant schools meaning the closure of some smaller schools;
- the security concerns of formally registering currently illegal schools' existence with the Thai authorities in a context where non-documented migrants are routinely subject to arbitrary arrest, detention, deportation and/or extortion;
- the cost implications of the likely registration requirements;
- the governance implications of the likely registration requirements, with the need for a board of Thai nationals and the likelihood of Tak ESA2 requiring oversight of their activities;
- possible changes to curricula and the language of tuition that might be required by registration.

While BMWEC represents nearly half the migrant schools in Tak province, its members are autonomous organisations, and there are yet more migrant schools with other or no affiliations. The 62 migrant schools in the Tak ESA2's database are supported by more than 20 donors. Thus, BMWEC has no **authority** to speak on behalf of all migrant schools; at best it can attempt to coordinate and encourage a particular course of action. To assert such moral authority, BMWEC needs continually to demonstrate its credibility and legitimacy, and to work through dialogue and persuasion.

BMWEC also has severe **resource capacity** constraints, relying entirely on donations and small grants for its financial survival. The situation is similar for its member schools and for all migrant schools in general. Once entitled to register as learning centres, such schools may be deterred from doing so due to a lack of funds to cover the associated costs. BMWEC's human resource capacity is constrained by:

- limited funding to pay salaries;
- the small pool of well educated and trained people from Burma that is available for BMWEC to draw upon; and

- the effects of resettlement, which see the many of the most qualified individuals leaving Thailand for third countries.

The challenges to BMWEC's **communication capacity** mirror those described below for Tak ESA2, with language the principal constraint. Official documentation about registration plans and policies, for example, is in Thai, which few of BMWEC's staff or members speak or read. It is a major challenge, therefore, to understand - and to be able to circulate information about and respond to - how the Thai authorities at provincial and national levels are thinking and planning around migrant education and the registration of migrant schools. The unregistered and ad hoc nature of many migrant schools also means communications with them can be difficult, sometimes requiring face-to-face contact.

BMWEC's **decision-making capacity** is limited by the difficulty in getting reliable information about the registration options and processes. Furthermore, BMWEC cannot make decisions on behalf of its members. It is the migrant schools themselves that must decide whether and when they will engage with the registration process.

Tak ESA2

One of the reasons VSO decided in 2005 to focus on Tak province was the observation that senior officials in Tak ESA2 demonstrated a high commitment to meet the right to education of migrant children. In other words its **motivational capacity** appeared to be high. Three years later, it is no surprise that Tak Education Service Area 2 is regarded as an 'implementation model' for migrant education (OEC, 2008: 21, 37). Motivational capacity at the organisational level can be a fragile thing, however, that can quickly change if key staff leave, as has been the case in Tak Education Service Area 2. Many Thai state employees would not see migrant education as a key priority, even if they acknowledge their obligations in this area. Often this can be attributed to a lack of awareness of the issues and the people affected.

A significant challenge is that there is as yet no approved national process for registering migrant schools as learning centres. Tak ESA2 does not yet, therefore, have the **authority** to register migrant schools, even if it wanted to do so. It receives state funding for its work, but - as with all state institutions - their budget is tight, and there are also restrictions on using state funding for unregistered organisations such as migrant schools. Tak ESA2's **resource capacity** is therefore limited, although it has successfully attracted some external funding from the International Labour Organisation (ILO). The most important implication of its limited financial resources is its inability to support dedicated staff positions working on migrant education. It has attempted to address this creatively by asking local and international non governmental organisations to staff its migrant education centre with their own personnel.

There are significant constraints on Tak ESA2's **communication capacity** when it comes to the issue of migrant education. Migrant schools use Burmese as the language of instruction, although nearly half the students and teachers are of Karen origin. Some representatives of the migrant communities speak good English, but few speak Thai and fewer still read and write in Thai. Similarly, staff in Tak ESA2 are not able to communicate in Burmese or Karen. Language barriers are compounded by cultural differences. As a result, there is a strong potential for miscommunication and, at times, mutual

incomprehension and mistrust. A recent editorial in the *Bangkok Post* (8 January, 2009), for example, asserted:

‘Most Thais, having been brainwashed by our ultra-nationalistic history, view migrant workers as potential criminals and Burma as Thailand’s traditional enemy’.

Tak ESA2 does have well-established decision-making structures, but its **decision-making capacity** is restricted by being part of the centralised Thai state, and by the communication challenges mentioned above. It has, for example, held consultations with migrant schools designed to inform the learning centre registration policy at a national level. This was a very positive initiative in promoting more participatory decision-making. However, it was constrained by the very tight timescales attached to the process and the limited experience of working in a genuinely participatory fashion.

These different aspects of capacity are, of course, interrelated. For example, when it becomes possible to register migrant schools as learning centres, Tak ESA2 will not only have the authority to act, it will also - in theory at least - have access to greater resources. Furthermore, the job descriptions of its staff members will need to reflect the expansion of their responsibilities, which will in turn, enhance their motivational capacity too.

VSO’s intervention

When it comes to **motivational capacity**, BMWEC needs to continue to believe that it makes sense for migrant schools to register as learning centres. Its concerns about the process, therefore, need to be addressed, and it needs to have confidence in the process being developed by Tak ESA2 and the Royal Thai Government at a national level. At the same time, Tak ESA2’s sense that it should be enabling these schools to register needs to be broadened and deepened. VSO has attempted to address these issues through:

- the placement of international volunteers within both organisations with the shared objective of building trust and understanding between the two;
- the promotion of opportunities for staff members at the Tak ESA2 and BMWEC members to meet regularly with each other to share information and to build confidence in each other;
- the promotion of opportunities for Tak ESA2 staff members to visit migrant schools to learn about their situation;
- the promotion of confidence-building measures, such as giving recognition to migrant teachers through the issuing of identity cards.

When it comes to **authority**, VSO has lobbied for the national process for learning centre registration to be completed in a timely fashion, and it will soon place a volunteer with the Ministry of Education in Bangkok to work more intensively on this. In the meantime, VSO’s volunteers have worked with Tak ESA2 on a process of pre-registration that is designed both to help migrant schools to prepare for full registration and to give Tak ESA2 a better understanding of the scale of eventual migrant school registration. At the same time, the volunteer placed with BMWEC has attempted to raise its profile and build its credibility by, for example:

- inviting the Ministry of Education to visit its members;

- networking at the national and international level; and
- networking and coordinating with the other migrant schools stakeholders in Tak province.

Through its funding from the European Union, VSO is able to meet some of the **resource capacity** constraints of both organisations, for example by supporting the costs of meetings, workshops, and other activities that would otherwise not have been possible. The placement of international volunteers is also building the capacity of the human resources within both organisations through long-term mentoring and support for staff members.

Addressing the language constraints limiting each organisation's **communication capacity** is a long-term objective. In the short-term, VSO is hiring a translator/interpreter to work with both organisations and VSO's volunteers. Information is key to **decision making capacity**. When VSO started working with Tak ESA2 in 2005 it had information on only 23 migrant schools. Thanks to the work of VSO volunteers, their database now contains detailed information on 64 migrant schools and their associated management and teaching staff structures and student enrolment rates. This information will enable Tak ESA2 to make much more informed planning and resource allocation decisions in the future. Through many of the same confidence-building activities mentioned above, VSO has encouraged both Tak ESA2 and BMWEC to be as participatory as possible in their decision-making processes.

This description of VSO's intervention in Tak province has focused on the claim-duty relationship between the BMWEC and Tak ESA2 with regard to the registration of migrant schools, and how VSO has been addressing some of the gaps in capacity outlined in the previous section. Some qualifications are in order. First, this account does not represent the totality of VSO's intervention. VSO, for example, is also supporting another international non-governmental organisation, World Education, in building the capacity of migrant schools to meet one key condition for registration as learning centres: the establishment of curricula that are both acceptable to migrant schools and in line with the standards set out by the Thai state. Second, this brief account does not do justice to the interventions of other stakeholders, such as, for example, World Education, other migrant school networks, and the Thai Ministry of Education. Finally, VSO's approach of working in close partnership, to build on existing capacity, raises difficulties in attribution, and VSO would not claim that the progress to date outlined below is all or even mostly due exclusively to its work.

Summary of progress to date

Although the national process for registering migrant schools has been delayed for the last few years, it is clear that there is strong commitment for it from the Ministry of Education. The General Secretary of the Office of the Basic Education Commission twice accepted invitations to visit migrant schools in Tak province in 2008 and in 2009 there is an ambitious plan to pick up the learning from Tak province to build momentum nationally for migrant school registration. Given a stable political context, there is a good chance that the process for registration might be approved in 2009.

At the provincial level, the BMWEC and Tak ESA2 have a much stronger relationship, with more than 20 meetings, exchange visits, or shared events involving Tak ESA2 and migrant

schools in 2008, including one in Bangkok. Despite understandable misgivings, the majority of migrant schools in Tak province have shared information with Tak ESA2 as part of a pre-registration process, increasing from 46 schools in 2006 to 62 in 2008. Tak ESA2 has demonstrated its own commitment through the establishment of a learning centres drop-in centre within its own offices in Mae Sot.

BMWEC's legitimacy and credibility has also been underlined in various ways, both locally, nationally and internationally. The head of BMWEC for example, was appointed an Ashoka Fellow⁶ in 2007, and the organisation was visited by a delegation of Nobel Prize winners and (the then United States of America First Lady) Laura Bush in 2008.

While there are many contentious issues still to be negotiated, there is now a basis for open discussions between the two organisations and evidence that both are prepared to compromise and to pursue confidence-building measures.

More work is needed for Tak ESA2 to be ready to implement the registration of learning centres, and considerable support will be needed before most migrant schools could meet the likely criteria for registration. However, good progress is being made on key steps such as the development of curricula, and once the national process is approved, this will act as a catalyst for all involved. Sufficient numbers of migrant schools are now prepared to be able to lead the way when registration becomes a possibility.

Conclusion

Some of the lessons from this experience, that may be relevant for policy makers and educationalists working on migrant education issues in other countries include:

- **A rights-based approach has intrinsic merit as well as offering practical advantages** for programming, one of which is a useful set of tools for framing an intervention focused ultimately on fulfilling the right to education.
- **Supporting both rights-holders and duty-bearers through one intervention is an effective strategy** for promoting cooperative behaviour, particularly if the intervention includes specific confidence-building measures: a rights-based approach does not have to be adversarial.
- **It is possible to move ahead with pre-registration activities in advance of national policy making.** This not only enhances preparedness, it can also influence commitment and the pace of change at the national level.
- **Communication constraints should not be underestimated,** or attributed solely to language. Deep-seated cultural differences and mistrust need to be recognised, and bringing people together through exchange visits, meetings, and other shared activities is an effective way to develop mutual understanding, provided this continues over an extended period of time.
- **It is important to recognise the legitimacy of all stakeholders' concerns,** whether as rights-holders or duty-bearers, and space needs to be created to share and discuss different perspectives and to inform decision-making processes. Where a participatory culture is not the norm, practical support and advice may be needed to create such space even when there is a commitment in principle to a participatory process.

⁶ See <http://www.ashoka.org/fellows> for more information.

While this paper has focused on one key claim-duty relationship, it is important to recognise there are many other claim-duty relationships that relate to realising fully the right to education through learning centres. These relationships can also be foci for interventions, whether by one's own or by other organisations. Networking and the coordination of interventions is therefore vital if a coherent (and therefore more likely to be successful) pattern of actions is to emerge.

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VSO is a federation of member organisations that all contribute volunteers and resources from Canada, India, Ireland Kenya, the Netherlands, the Philippines and the UK to fight poverty in 42 developing countries. VSO has education programmes in 19 countries.

Volunteers support improvements in education by working in teacher training colleges and with schools on developing teaching methods. They also work within the mainstream education system to overcome the barriers to marginalised groups, for example by improving policies relating to and the provision of inclusive education in partnership with local and national government in areas such as assessment, strategic planning, curriculum development, monitoring and evaluation and national quality standards.

Valuing Teachers

VSO also undertakes national level advocacy research through its *Valuing Teachers* campaign and is an active member of the Global Campaign for Education, an international coalition of charities, civil society organisations, and education unions that mobilises public pressure on governments to provide the free education for all children they promised to deliver in 2000. Since 2000, VSO's *Valuing Teachers* research has been conducted in 12 countries and is currently underway in two further countries. Following the research, advocacy strategies are developed, which include the development of volunteer placements in: civil society education coalitions; and Ministries of Education. In addition to this publication the following research may also be of interest:

- *Learning From Listening – A Policy Report On Maldivian Teachers Attitudes to Their Own Profession*, Louise Wheatcroft.
- *Lessons from the Classroom – Teachers' Motivation in Nepal*, Purna Shrestha
- *Listening to Teachers – The Motivation and Morale of Education Workers in Mozambique*, Simone Doctors

- *Making Teachers Count – A Research Report on Guyanese Teachers' Attitudes to Their Own Profession*, Leena Vadher.
- *Managing Teachers* - Chikondi Mpokosa, Susy Ndaruhutse, Carole McBride, Stephen Nock and Jonathan Penson.
- *Seen But Not Heard – Teachers' Voice in Rwanda*, Reed Thomas and Ruth Mbabazi
- *START – Simple Toolkit for Advocacy Research Techniques*, Lucy Tweedie
- *Teachers for All – What governments and donors should do*, Stephen Nock, Luca Fry.
- *Teachers Speak Out – A Policy Research Report on Teachers' Motivation and Perceptions of Their Profession in The Gambia*, Sara Cowan
- *Teacher Talking Time – A Research Report on Malawian Teachers' Attitudes to Their Own Profession*, Marianne Tudor-Craig
- *Teachers' Voice – A Research Report on Teachers' Motivation and Perceptions of Their Profession in Nigeria*, Helen Sherry
- *Teaching Matters - A Policy Report on The Motivation and Morale of Teachers in Cambodia*, Sarah Jago, Peter and Margaret Harvey, Julia Lalla-Maharajh, Freda Ellis
- *They've Got Class! – A Policy Research Report on Zambian Teachers' Attitudes to Their Own Profession*, Saskia Verhagen.
- *Valuing School Leaders - An Investigation into the Constraints Facing School Leaders in The Maldives* Sue O'Shaughnessey.
- *What makes teachers tick? – VSO policy report*, Lucia Fry

Forthcoming publications

- *Valuing Teachers in Ethiopia* Julia Lalla-Maharajh and Nigel Parsons
- *Valuing School Leaders in Zanzibar*

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