



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

Template for a Case Study on Teacher Compensation

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Position: Co-ordinator of the Resource Base for Refugee Education

Name of your organisation: Jesuit Refugee Service

Date of program or policy implementation described in the case study: 1993

Location of program or policy implementation described in the case study: Adjumani, Northern Uganda

Background

Please include:

- Brief overview of the context in which you are/were working (*emergency, post-crisis, recovery, development*)

I work in emergency situations. JRS teams worldwide respond to a strongly felt need of uprooted people. JRS Africa education responds to education needs in more than 18 countries in Africa. When JRS teams arrive in refugee camps, they often find that education initiatives are already underway. Teachers do not wait for books and pencils, or for formation, either. Men and women volunteer to share what they once learned. When all these is realized, Africa Education meets the requests by our staff, which could include resources, reviews, assessments and evaluations.

Background information about the population for which the teacher compensation policy applied (refugees, IDP, returnees)

The teacher policy applied to the refugees. For example in Adjumani, Northern Uganda. The JRS education programme has been operating since 1993. When it started, hundreds of thousands of refugees from Sudan civil war camped there. The refugees had already organized schools in each of the camps. When JRS arrived, there were about 18 primary schools. The Uganda Ministry of Education was willing to recognize these schools as emergency schools that could follow the Ugandan curriculum and where pupils could sit for the school-leaving examination. The teachers and students were focused and determined to learn well. Despite the fact that the schools were temporary structures or simply classes taught in the shade of trees, refugee students studied diligently.

- 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?
- The key actors were JRS and UNHCR. JRS input includes provision of in service seminars, opportunities for micro-teaching and demonstration lessons by experienced teachers, or longer workshops during holidays. UNHCR provided an incentive for teachers and JRS devised a scale whereby trained teachers received more than untrained teachers.
- How did the money get dispersed? How was accountability assured? How were issues of corruption addressed?
- Each project has a Director, finance officers or accountants and education officers. Accountability is assured by evaluations that are carried out each year by independent auditors in the regional office in Nairobi.
- Were there specific donor strategies and funding mechanisms put in place? If so, what approaches were taken and how were these implemented?
- We have a regional office in Nairobi. All funds are disbursed from this office to our projects, and this is determined by the needs in the project.
- Were there specific government structures and/or policies around teacher compensation? If so, how were these communicated and implemented?
- Most of our projects have been running for a number of years. When JRS Embarks on a project, usually the situation on the ground is fragile, therefore the policies we implement are JRS formulated.
- 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?
- The community is engaged in and encouraged to support the teacher compensation effort. Teacher training is one of the single most crucial aspects of JRS education programmes. Countless teachers do give more than they receive as they make a substantial contribution to improving the quality of education. The beauty of teacher training and indeed a project which grows with the refugees as in Adjumani is reflected in the emergence of an educated generation. The number of students who completed primary education through the support of JRS and who went on to colleges and universities is now in the thousands. Refugees consider them as community resources. They are now earning an income and are in turn supporting their families and younger brothers and sisters in their studies.
- What were some of the challenges you faced in compensating teachers, and how did you overcome those challenges?
- Some challenges that face are minimum educational qualifications that should be enforced when compensating teachers.
- When should we back off in compensating teachers and leave it to the ministries of the respective governments, now that peace is being realized in Sudan and Uganda.
- Were there any tools that you used in this work? If so, please describe them and attach a copy if possible.
- Please share any lessons learnt / outcomes / good practices resulting from this experience.
- A good practice that I could share is, when JRS arrived in Adjumani in 1993, there were only 3 nursery schools, and by the end of the year 18 had been set up. Eventually every settlement had a nursery school. The understanding was that the refugees would set up their own nursery school. Once it was established, JRS would assist in teacher training and provide porridge for the children. The porridge was an indicator that the little ones were often hungry. The schools were for children aged between three and six.

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 key actors were the Education Resource Person for Africa, Programs officer, Education project director, Education personnel in the respective projects.
- Did you advocate for equitable teacher compensation? If so, describe the process and outcomes:
- JRS strives to advocate for equitable teacher compensation. For example in Adjumani, Northern Uganda where JRS has trained teachers in more than 50 nursery schools, it funds repair of structures , teacher-training and incentives, and gives stationery every term.
- Did you engage/ work with the government from the start of the process?
- The attitude of host governments varies greatly. Some gladly welcome and collaborate in efforts to provide education to refugees. Those that are ready to collaborate, we work with them from the start of the process. When there is no involvement from the government, especially when the national education system is in a state of crisis, the provision of education becomes more problematic, therefore It is left to us to develop and offer programmes according to the possibilities open to us.
- Did you engage/ work with local or international donors during the process?
- No, The process is carried on by the key actors.
- How did you engage/ work with these other actors and ensure coordination?
- Assessments and reviews are carried out by the Education Resource Person for Africa, who frequently visits the projects in the field.
- What were some of the challenges you faced in developing policy and ensuring coordination, and how did you overcome those challenges?
- In under developed regions, which host the highest number of refugees, the local population living alongside refugees is frequently worse off because they do not normally receive services while assistance is provided in camps. Disparities can cause tension and sometimes conflict which work to the detriment of both groups. JRS personnel try to be sensitive to the needs and hopes of the people among whom the refugees live, often they have the same needs for access and quality of education and some JRS projects have sought to address the situation of inequality directly.
- Were there any tools that you used in this work? If so, please describe them and attach a copy if possible.
- Please share any lessons learnt / outcomes / good practices resulting from this experience.
- One way of solving this problem of inequality is by supporting local school which accept refugee students. One example is the Umodzi Katubza primary school in Malawi, constructed by JRS to cater for refugee children from Dzaleka camp and for local children.

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.
- Most governments with the assistance of personnel from the local Ministry of Education now pay teachers, but we cater for some.
- In Adjumani, Northern Uganda, refugees organized schools in each of the camps.
- In Adjumani, Northern Uganda, JRS focused on in-service training and devised a scale whereby trained teachers received more than untrained teachers, UNHCR provided an incentive for teachers.
- 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?
- Accountability was realized by yearly audits by independent auditors. A code of conduct is given to all staff and in case of misconduct a letter of dismissal is issued.
- What were some of the challenges you faced in motivating, supporting and supervising teachers, and how did you overcome those challenges?
- Teacher training calls for hard work and perseverance, especially when the staff turnover in schools is high and basic in-service courses have to be conducted from scratch for new recruits. This is a challenge because many teachers who we train get better paying jobs elsewhere and decide to leave. To overcome this challenge we conduct a number of workshops every year on the student-teacher relationship and their sense of responsibility is very high. A project which grows with the refugees is reflected in the emergence of an educated generation.
- Were there any tools that you used in this work? If so, please describe them and attach a copy if possible.
- JRS runs a network of education programmes and formation takes priority.
- Please share any lessons learnt / outcomes / good practices resulting from this experience. JRS opted to put personnel and resources at the disposal of one ethnic community for teacher training and the general upgrading of schools. In the early years, time and energy was spent training teachers to raise the standard of education in the camps. This was not an easy task as many teachers had not completed their own primary education. The efforts paid off. In a span of about seven years there were many trained teachers and students.