



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

**Name:** Ihano Nestory

**Position:** Education Supervisor

**Name of your organisation:** FPCT/Fida Refugee Programme

**Date of program or policy implementation described in the case study:** 1995

**Location of program or policy implementation described in the case study:** Kigoma, Tanzania

### Background

Please include:

- Brief overview of the context in which you are/were working (*emergency, post-crisis, recovery, development*) *We are working in an emergency context in the refugee camps*
- Background information about the population for which the teacher compensation policy applied (refugees, IDP, returnees) The policy is applied to refugees with teaching profession
- What kind of teachers were you working with: We are working with teachers in Community supported post primary and non – formal education.
  - 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 include(d) World Vision, FPCT/Fida, IRC, NPA and TCRS. Their sphere of responsibilities is paying allowances to the teachers on monthly bases.
- How did the money get dispersed? How was accountability assured? How were issues of corruption addressed? The money is dispersed through established channels by the responsible organisations. A budget on monthly basis is prepared and submitted to the education officers who thereby prepare payrolls according to the names in the list in the respective month. When such procedure is completed the money is taken by the bursar in association with the education officer to the education coordination office where teachers come to collect their money from that point
- Were there specific donor strategies and funding mechanisms put in place? If so, what approaches were taken and how were these implemented? Yes. Donor strategies and funding mechanisms were put in place. Due to the fact that schools were established through community efforts, community members used to contribute for the teachers' incentives which were not enough and thus, the teachers and parents presented the gap to the donors. The donors thus solicited funds to fill the gap till this time.
- Were there specific government structures and/or policies around teacher compensation? If so, how were these communicated and implemented? The government ensured that there is funding of education by allowing donors to support education; but also international conventions on education and humanitarian grounds were used in advocating support to these teachers
- 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? It is true that the community was and is involved. Every parent with a child in school contributes a little amount of money for his/her child. E.g in Lugufu refugee camp every child pays 100Tsh per month.
- What were some of the challenges you faced in compensating teachers, and how did you overcome those challenges? The challenges include deceitfulness in updating the names of the teachers supposed to be paid during preparing the payroll. Names of teachers who have repatriated may continue to be submitted by the heads of schools. There has been strict follow up and daily update of names rather than relying on the names presented by the heads of schools.
- Were there any tools that you used in this work? If so, please describe them and attach a copy if possible. The main tool is the guideline that is found in INEE handbook. As it has been stated in the Minimum standards for Education in Emergency, standard number four on Teachers and other education personnel standard 2: conditions of work, guidance notes number 2, teachers deserve to be compensated in an emergence situation<sup>1</sup>. The minimum standards and the UNHCR Education Field Guidelines were the tools that were used in this work.
- Please share any lessons learnt / outcomes / good practices resulting from this experience.

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<sup>1</sup> INEE Handbook, Guidance notes 2. *Compensation* can be monetary or non-monetary, should be appropriate (as agreed upon), and paid regularly. The appropriate level of compensation should be determined through a participatory process ensuring coordination between the actors involved. It should aim to be at a level that ensures professionalism and continuity of service and sustainability. In particular, it should be sufficient to enable teachers to focus on their professional work rather than having to seek additional sources of income to meet their basic needs. Compensation should be contingent on adherence to the conditions of work and code of conduct.

## 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 in policy and coordination elements are World Vision, UNHCR, IRC, and FPCT/Fida; there was also RET and AHADI institute who are now not operating directly in Tanzania refugee camps. UNHCR which has MOU with the government guided the amount for refugee teachers to be paid to avoid breaking the government policy regarding refugees' compensation issues. The rest of the actors are the implementers of what was agreed and report to UNHCR. UNHCR held coordination meetings with implementing partners to settle such issue.
- Did you advocate for equitable teacher compensation? If so, describe the process and outcomes: Yes, FPCT/Fida advocated for this matter by persuading humanitarian agencies to support secondary school teachers who were previously not supported on the basis of the principle that UNHCR and UNICEF do not support secondary education but rather primary education. At last humanitarian agencies started supporting secondary school teachers by paying incentives to them. Although other agencies would end their operations in the camps, other agencies through advocacy have been ready to give their support.
- Did you engage/ work with the government from the start of the process? Yes.
- Did you engage/ work with local or international donors during the process? Yes
- How did you engage/ work with these other actors and ensure coordination? This was done through education coordination meetings which in other camps were/are conducted once every month.
- What were some of the challenges you faced in developing policy and ensuring coordination, and how did you overcome those challenges? The challenges included lack of support for secondary school education in the refugee camps. However through advocacy and coordination meetings, support was secured.
- Were there any tools that you used in this work? If so, please describe them and attach a copy if possible. As it has been stated earlier, coordination meetings were one of the tools, but also persuasion on the basis of International instruments and frame works like the Dakar World Education Forum Framework for Action and humanitarian grounds.
- Please share any lessons learnt / outcomes / good practices resulting from this experience.
  - Coordination meetings/Team work or cluster approach is very instrumental towards reaching solutions for problems
  - Decision to compensate teachers in an emergency situation catalyses effective attainment of children's rights on the area of education which is the basic right to them

## 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. The main actors in motivation included UNHCR, World Vision which provided bicycles for schools to assist teachers in routes around the camp,
- 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?
- What were some of the challenges you faced in motivating, supporting and supervising teachers, and how did you overcome those challenges?
- 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.