



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: Education Program Officer

Name of your organization: Save the Children Sweden

Date of program or policy implementation described in the case study: program begun in the 90s

Location of program or policy implementation described in the case study: Southern Sudan

Background

Please include:

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

Save the Children Sweden has worked and is still working in both the conflict affected and post conflict contexts in southern Sudan:

Southern Sudan came out of a 21 year long and devastating war in January 2005 following the signing of the Comprehensive Peace Agreement with the North. Although some structures of SPLM (Sudan People's Liberation Movement) and others such as the Secretariat of Education (SoE) were in place even before that, most of the work lay ahead of the new government of southern Sudan especially the Ministry of Education Science and Technology (MoEST) in relation to ensuring education for all.

Due to the agreement, the population in southern Sudan of almost 7.5 million (2.5 % growth rate)¹ by then has been increasing. Over 570,000 refugees and an estimated 3,500,000 internally displaced people have begun to return to southern Sudan from the Northern part, neighboring countries and from within the South; increased population figures have intensified pressure on the existing and limited basic services including education.

The situation for children in southern Sudan is one of the worst in the world. In the rural parts of southern Sudan an estimated 85% of the population are said to be living in extreme poverty, i.e. less than 1 USD per day². Education in Southern Sudan was adversely affected by the war and even though a lot of effort and work is being put into the education sector by the government and its partners, the sector is still characterized by the lack of comprehensive policy guidelines, untested national curriculum's, gaps in national examinations and certification in primary eight, an under resourced ministry of education, poor education indicators and a collection of ad hoc education programmes which have been implemented over the years by communities, NGOs and faith based organizations.

Very few actors in the education sector have been able to address quality issues to this day in southern Sudan. Girls and boys are still learning under challenging conditions not conducive for learning such as

¹ I quote the population figure of 7.5 Million as stated in the New Sudan centre for statistics baseline and the Joint Assessment Mission, pg 3, which is a document that takes into account contributions from SPLM secretariats, Government of Sudan Federal and state counterparts, UN agencies, NGOs & donors

² <http://www.ruralpovertyportal.org/english/regions/africa/sdn/index.htm>

under trees, grass thatched schools, lacking water and latrines, taught by an understaffed, under trained, and for a long time a teaching force lacking the most basic teaching and learning materials hence the quality indicators in education are far from being achieved and even though this calls for a multi facet approach, several interventions are already in place; training teachers on content and child friendly methodology, provision of southern Sudan context school textbooks among others. Girls and boys rely on the teachers' notes notwithstanding the fact that majority of the teachers have had very limited training if any and have no textbooks to assist during personal study times and in cases where the school based textbooks are available they are shared and hence not easy to have a book all the time.

Education services are under resourced and have been almost exclusively dependent on outside funding especially because the government allocation of today – which came in only after the CPA - is used in payment of salaries for education personnel who worked on voluntary basis for most of the time when the war was still raging, but such external funding, for example, the multi - donor trust fund (MDTF) for southern Sudan has also been slow in reaching these very needy girls and boys.

In addition, the needs of girls and boys with disabilities are not yet addressed due to lack of trained teachers and appropriate facilities in schools and as such the number of out of school children is still very high and is still expected to increase when all the IDPs, returnees and demobilized children finally return home. Completion rates are equally low. Out of the 20% enrolled only 2% complete primary education out of which less than 1 % is girls. Despite the above challenges, education access rate is slowly gaining momentum.

Save the Children Sweden (SCS) has been working together with the southern Sudanese people since the late 80's in the refugee camps outside their country and as from 1994, SCS moved inside southern Sudan; Save the Children Sweden intervention in southern Sudan was to establish a broad based programme of addressing protection and child right issues through education as a means and vehicle of delivery to children affected by armed conflict and displacement. Currently SCS works with her sister organizations; SC UK and SC US under the Rewrite the Future (RtF) initiative, with the overall goal of improving access to quality basic education for all boys and girls in southern Sudan. The following are the specific RTF objectives in SS to be achieved by 2010:

- Increasing enrolment from 60,000 to 250,000 girls and boys
- Improve quality for 309,000 already in school girls and boys + 250,000 new access (559,000) children
- Protection mechanisms-instituted and mainstreamed in education
- 10 % increase in Education budget

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

During the war the education of the girls and boys in southern Sudan was delivered mainly by volunteer teachers with very little training if any in most schools with the exception of a few teachers in the NGO and church supported schools that gave some forms of incentive – clothing, salt, soap and sometimes cash.

After the CPA the GoSS- MoEST has started to put in place compensation mechanisms – teachers salaries plus other allowances though still very incomplete due to lack of required data and also the challenge of determining who exactly is a teacher owing to the situation before the CPA where anyone who had any little knowledge and was willing volunteered to keep the girls and boys in school. Currently a head count is on the way in the efforts to put together a proper payroll. Today teachers who trained in the refugee camps are and have returned to southern Sudan as well as the internally displaced ones.

- What kind of teachers were you working with: As per the information above and;
 - 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 Para-professionals

Other: _____

Teacher Compensation

Please describe your teacher compensation experience, including:

In the absence of a functional government the communities took it upon themselves to “motivate” the teachers who volunteered through such things as farm produce – maize, millet, beans, goats or even chicken, this was arranged through the PTAs and community support groups.

During the most severe hunger gaps the teachers were included in the school feeding program provided by the world food program.

On the part of the NGO and church supported schools the teachers were paid directly by those supporting the particular school

After the CPA the GoSS has taken to paying the salaries of teachers in public schools through the MoEST with the church owned schools still continuing to pay the teachers in those particular schools – the GoSS at the national level sends money to the education ministries at the state level for payment for teachers, this process is however marred by a lot of challenges and it might take sometime before there is a proper payroll for teachers – due to lack of proper documentation and procedures.

- Who are/were the key actors and what is/was their sphere of responsibilities with regard to the compensation of teachers?
- How did the money get dispersed? How was accountability assured? How were issues of corruption addressed?
- Were there specific donor strategies and funding mechanisms put in place? If so, what approaches were taken and how were these implemented?
- Were there specific government structures and/or policies around teacher compensation? If so, how were these communicated and implemented?
- 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?
- What were some of the challenges you faced in compensating 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.

Policy and Coordination

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

The MoEST and all other education actors are joining together to carry out the head count on teachers as a start to establishing a payroll

The southern Sudan education act which is in its 2nd draft has a section on teachers and looks at the complete process from being recruited to conditions of work to retirement.

The teacher training curriculum is in its last phases and support has been pledged through the MDTF in southern Sudan

- Who are/were the key actors and what is/was their sphere of responsibilities with respect to policy and coordination?
- Did you advocate for equitable teacher compensation? If so, describe the process and outcomes:
- Did you engage/ work with the government from the start of the process?
- Did you engage/ work with local or international donors during the process?
- How did you engage/ work with these other actors and ensure coordination?
- What were some of the challenges you faced in developing policy and ensuring coordination, 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.

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.

Today the government has accepted to recognize all the teachers receiving the in-service training and have included them into the payroll

The biggest challenge is that southern Sudan is a very vast area and training centers are still not accessible enough to all

Government inspectors have been appointed and are being trained on their roles and responsibilities

A draft teacher's code of conduct has been developed and is now at the state level for comments and input in the next six months before being finalized for presentation to the parliament.

- 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.
- 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.