



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: Um Elhassan Yousef Gifoon

Position: Program Development Officer (PDO) Name of your organization: Development Alternatives Incorporated (DAI) (USAID:OTI/DAI Projects is ended)

Contact Details:

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

2006-2007

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

Sudan – Mukjar District: South Darfur

Background

Mukjar is located in the southern part of Wadi Selah region of West Darfur State, about 260km west of Nyala (South Darfur). Before the conflict it was a commercial trading center linking West and South Darfur. The Fur is the majority tribe in addition to Tama and other smaller tribes. Since the beginning of the conflict the population of Mukjar has increased more than three fold from 5,000 to 16,000 due to the displacement of people from 96 surrounding villages, were forced to leave their homes and livelihoods. The residents in Mukjar, IDPs, refugees and remaining host community suffered gravely destabilizing attacks at the hands of the government of Sudan and the Janjaweed during late 2003 and early 2004 and they fear that they will be killed if they return to their villages and traditional livelihoods. This fear is likely well founded. According to a Human Rights Watch report it is believed that in Mukjar in March 2004 "as many out as 70 displaced men and community leaders were rounded up, taken out of town and executed" A more recent incident also reinforces this fear. On April 14, 2007 four young boys were killed when they detonated a grenade they found while seeking forage for their donkeys 1/2 km from Mukjar. The attacks and the horrifying events have deeply affected both women and men. These people lack the tools necessary to address negative consequences of violence and to respond to their needs. These residents are dependant on International organization (NGOs and United Nation High Commission on Refugees (UNHCR)) for their well-being, Mercy Crops, Save the Children Spain, International Medical Crops and CARE have operated there since late 2004. These NGOs provides humanitarian survives on health, water/sanitation, hygiene education and protection of vulnerable population.

Since these communities no longer feel secure in being able to practice their normal traditional livelihoods, education is viewed as away to better future for young and adults. Literacy classes for both men and women will enable more adults write and read and may lead them to opportunities for jobs and build some hope for their future. There is wide-spread illiteracy in Mukjar, young, old, men and women are eager to increase their skills to better prepare to face the difficulties of life in the camp to improve their lives after return to their homes. They consider participation in literacy classes as a source of hope and an investment in their future and will provide possible alternatives to farming and firewood collection. These people lack the tools necessary to address negative consequences of violence and to respond to their needs.

In October 2006, USAID-Funded Office of Transition Initiatives Program in Sudan (OTI Sudan) supported a program to provide literacy classes to 200 men and 65 women and 5 teachers and in

August 2007 a follow up to the previous OTI Sudan literacy activity. Fund the pervious beneficiaries and for new groups about 400 men and 110 women and 10 teachers.

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

- Background information about the population for which the teacher compensation policy applied (refugees, IDP, returnees)
- What kind of teachers were you working with:

Our literacy classes teachers are teachers who were employed by the government before the conflict and after conflict they become IDPs in insecure areas and unable to access their salaries although the government is responsible for paying teachers salaries, therefore most of teachers turnover as teacher leave the profession in search of other employment where necessary to support their families.

- 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:

In situation of emergency teacher compensation and working conditions become more difficult So compensation can be in cash or non-monetary (a agreed upon) and through a participatory process ensuring coordination between the actors involved ensuring professionalism and continuity of service and sustainability.

Who are/were the key actors and what is/was their sphere of responsibilities with regard to the compensation of teachers

The key actors coordinated were UN agencies, NGOs, government bodies. Educational authorities and community to develop appropriate strategies for compensation and condition of work and specified a regular basic, all teacher receive the same amount regardless of experience and qualification for limited period (the duration of a program), also teachers and educational personnel to receive training according to need.

- How did the money get dispersed? How was accountability assured? How were issues of corruption addressed?

The teachers are being paid regularly on time as agreed upon monthly basis in cash through local banks or grant manager using the list to be signed by every one when receiving incentives to determine control and minimize corruption in teachers' payment (some time grantee could witnessed)

Were there specific donor strategies and funding mechanisms put in place? If so, what approaches were taken and how were these implemented?

Office of Transition Initiatives Program in Sudan (OTISuan) strategic is all support to be in kind not to pay in cash so we are providing all educational assistance and support in-kind except the Teachers stipends in cash

- Were there specific government structures and/or policies around teacher compensation? If so, how were these communicated and implemented?

Government structure on teachers' compensation scale of international NGOs where displaced teacher receive higher and better salaries this can have along term impact on national education budgets therefore the government educational authorities must be involved in the development of program to avoid later unintended consequences.

- 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?

Community engaged through facilitate creation of Parent Teacher Association (PTA) to promote community support for school and teachers, mobilize for participation and contribution to payment of teachers, management of resources and provide forms of compensation such as food, housing, shelter or provide physical labor to construct or build school for better improving learning environment for learners and teachers.

- What were some of the challenges you faced in compensating teachers, and how did you overcome those challenges?

Consider incentives staff as regular staff there is argument of labor office saying that every incentive staff will become as regular after he/she worked 3 month continently

We overcome this through running the program for 3 months and in other cases the incentives staff should be terminated each 3 months

Were there any tools that you used in this work? If so, please describe them and attach a copy if possible.

Monitoring tools like attendance sheet, payment sheet

- 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:

- Who are/were the key actors and what is/was their sphere of responsibilities with respect to policy and coordination?

Educational authorities and national and international stakeholders prioritize free education for all both during and after emergencies education laws and policies uphold the right to education. Planning, implementation take into account policies and standard and learning needs of affected populations, In addition to transparent coordination mechanism for sharing information between sectors and stakeholders.

Did you advocate for equitable teacher compensation? If so, describe the process and outcomes: Surely as NGOs advocated on behalf of affected population for protection and teacher compensation as well through conduct coordinated rapid situation analysis and develop an advocacy action plan that details specific issues to be undertaken like teachers compensation scale should take into account policies of nondiscrimination by gender, ethnic or religious, for example equal pay for equal work and system of payment to be based on qualifications, training and previous experience. determine impacts of teacher compensation scales identification, selection and recruitment of teachers and other education workers in addition to budget and finance management.

- Did you engage/ work with the government from the start of the process?

We coordinated with government bodies like Humanitarian Aid Commission (HAC) was secured allowing for construction of centers, Adult Education and literacy Council of Mukjar locality for adult education training methodologies and with MoE for Adult and literacy curriculum

- Did you engage/ work with local or international donors during the process?

We coordinated with Mercy Crops to facilitate communication between DAI and Adult Education Council in Mukjar because we have no office there and with UNHCR to provide the violence Against Women (VAW) and Gender Based Violence (GBV) sessions

- How did you engage/ work with these other actors and ensure coordination?

Through coordination created by all humanitarian actors work in the area and their committed on providing protection and assistance.

- What were some of the challenges you faced in developing policy and ensuring coordination, and how did you overcome those challenges?

Teacher's pay was one of the challenges due to the variation between government and NGOs pay that different from one to another and all these teachers are IDPs suffering lack of shelter, food and live in insecure areas

Coordinate pay scale with the NGOs involved and inform outside agencies of the government's pay scale then assess the general situation and agree upon the incentives not to be too high that the government prevents the NGOs from implementing services

- Were there any tools that you used in this work? If so, please describe them and attach a copy if possible.

Inter-organizational multicultural working group coordination for planning and mobilization community and maintaining effective actions for protection.

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.

- 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.

Although the government is responsible for paying teachers salaries, training or special assistance such as shelter, transportation etc in normal situations, but in situations of emergency government systems break down and education budgets were limited as a result of the economic disruption and there may be alack of a tax base to pay teachers so government often turn to international community for support in providing educational assistance to displaced and conflict affected population specifically issue related o teachers working conditions incentives, learning environment and facilities, teachers training and learning methods, textbooks and educational materials.

Community participation is essential for promoting community support they participate in assessing, planning, implementing and monitoring and evaluating education programs and they can communicate contributes to the payment of teachers and provides other forms of compensation such as food or housing and emotional support. In additional they can take many responsibilities and tasks that support teachers like special events to recognize teachers' efforts, support to school project, physical labor to construct or rehabilitate classes in order to improve learning environment for teachers and learners. International mostly pays incentives or cash payments and trainings or special assistance such as shelter or transportation and educational materials

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?

Recruitment and selection a sufficient qualified teachers through a participatory and transparent process based on selection that reflect diversity and equity, and defined condition of work follow a code of conduct and supervisin on regular basis

- What were some of the challenges you faced in motivating, supporting and supervising teachers, and how did you overcome those challenges?

Teachers in most schools are paid based on attendance, year's experience, And degrees previously earned – not based how they perform their teaching duties or their students' performance or skills poor salaries as their reason for leaving teaching in the early years. .

- Were there any tools that you used in this work? If so, please describe them and attach a copy if possible.

Code of conduct applied to the learning environment and education programme events or activities ensures that teachers and educational personal promote appositve learning environment and well-being of learners

Teachers maintaining self control and moral ethical behavior

Participate in creating an environment in which all students are accepted

Maintain a safe environment free from harassment, abuse, violence and discrimination.

Please share any lessons learnt / outcomes / good practices resulting from this experience.

- Please share any lessons learnt / outcomes / good practices resulting from this experience.