

University College of London's ERICC Seminar Series



THE STATE OF THE EVIDENCE:

Teacher Management in Conflict & Protracted Crisis Contexts

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International Rescue Committee

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AGENDA

- What is teacher management?
- Who are the teachers working in conflict and protracted crisis setting?
- What is the state of the evidence? (Select findings)
 - Teacher supply
 - Teacher compensation and benefits
 - Data-driven policymaking
 - Teacher inclusion and voice
- How can teacher management be improved?



TEACHER MANAGEMENT & TEACHERS IN CRISIS CONTEXTS

Teacher Management

Policies and functions related to:

- Recruitment
- Deployment
- Professional development and appraisal
- Compensation and benefits
- Career progression

It informs the financing, allocation, and supply of teachers with important implications for teacher performance, motivation, and retention. Conflict and crisis compound teacher management challenges.

Teachers in Crisis Contexts

Teachers in conflict and protracted crisis contexts have multi-faceted and diverse profiles.

- National teachers
- Refugee teachers
- Internally displaced teachers
- Returnee teachers

It is important to recognize the intersectionality of teachers' identities including gender, ability, ethnicity, and language, as well as teachers' personal experiences of conflict and crisis.

WHAT IS THE STATE OF THE EVIDENCE



RESEARCH QUESTIONS

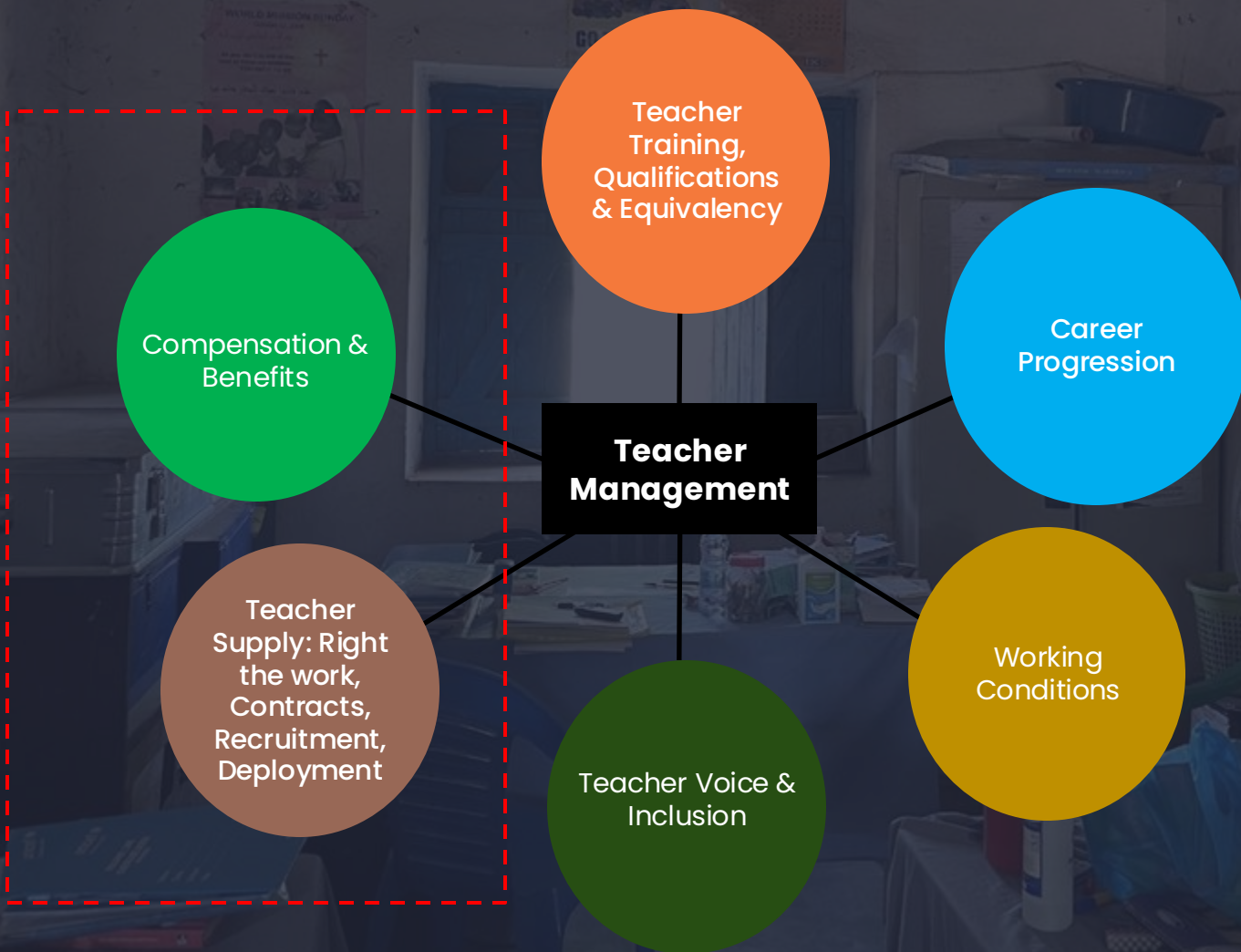
- What types of evidence exist about teacher management systems in conflict and protracted crisis contexts?
- What are the constraining and enabling factors facing teacher management systems in these settings?
- What works to improve teacher management systems in conflict and protracted crisis settings?
- What are the gaps in evidence and what research is needed next?

METHODOLOGY

- Rigorous review of ~522 peer-reviewed articles and grey literature
- Coding for teacher thematic areas
- Coding for ERICC Methodological & Conceptual Framework

STATE OF THE EVIDENCE

- 158 studies were specifically focused on teachers or had relevant findings pertaining to teachers
- 125 descriptive studies
- 17 studies on teacher management



RIGHT TO WORK



TEMPORARY CONTRACTS



RECRUITMENT & DEPLOYMENT

Refugee & IDP teachers

Many countries have restrictive labour policies for displaced teachers and lack equivalency mechanisms for recognizing formal qualifications of former teachers. These restrictions prevent displaced teachers from benefiting from rights and privileges that come with formal employment.

Job (in)security

In crisis contexts, state and non-state actors regularly employ teachers on temporary contracts with no pension, job security, or benefits. Donor reluctance to pay recurring costs, such as teacher salaries, contribute to unregulated hiring processes and unreliable, short-term contracts.

(Un)responsive policies

Recruiting and deploying enough qualified teachers in crisis contexts is extremely difficult. Rigid policies that are not informed by data prevent rapid deployment of teachers to where they are needed most. Challenging work conditions further make teaching positions in crisis contexts undesirable.

CHALLENGES

Crisis contexts are often characterised by a lack of resources to pay teachers, the destruction of teacher records and payroll, and the lack of mechanisms to efficiently track teacher pay. Teacher compensation and benefits vary greatly amongst different entities employing teachers. Refugee teachers often receive incentives or stipends, often significantly less than their national counterparts, and in some refugee settings, refugee teachers are paid less than peers hired for incentive-work in other sectors, such as health or WASH.

IMPLICATIONS

Irregular, inadequate, and at times, completely absent, compensation drives teachers to pursue supplemental income through other jobs or to leave the profession entirely. For those who continue teaching, additional work and responsibilities can compromise teaching quality when teachers are tired or distracted. The lack of adequate compensation and benefits often triggers demotivation and absenteeism, resulting in high turnover and negatively influencing student learning.

HOW CAN TEACHER MANAGEMENT BE IMPROVED?



There needs to be flexible, adaptable, and responsive policies and practices to recruit, deploy, and train sufficient numbers of teachers of various profiles, through the...

- Inclusion of displaced teachers in national systems
- Data-driven and participatory recruitment and deployment
- Hiring teachers from the local community & diversifying the workforce

Teacher compensation and benefits need to reflect the contributions and demands of their work and qualifications as well as be harmonised amongst education providers and responsive to market prices. Collective efforts to achieve this can happen through...

- Multi-donor trust funds
- Global fund for teacher salaries
- Salary harmonisation
- Direct funding to supplement or pay teachers

The education sector and its myriad stakeholders must value teachers' perspectives and prioritise their voices in policy making spaces by...

- Including teachers, of all profiles, in decision-making spaces

THANK YOU

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<https://inee.org/data-evidence/ERICC>

[linkedin.com/company/ERICC](https://www.linkedin.com/company/ERICC)





Education International
Internationale de l'Éducation
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Bildungsinternationale



TEACHER COMPENSATION IN CRISIS CONTEXTS:

*Problems and Paradoxes for Paying
Teachers in South Sudan*

**UCL ERICC Webinar Series
November 25, 2024**

Mading Peter Angong & Mary Mendenhall, Ed.D.

*In collaboration with Sarah Etzel, Whitney Hough,
Kemigisha Richardson, Tiffany Tryon, and Malok Mading Wol*

South Sudan Context



Overlapping and Protracted Crises

- **Internal Conflict:** South Sudan Civil War from 2013-2018; intercommunal violence continues at present
- **Climate Emergencies:** Among the top 5 nations most impacted by climate change; resulting in severe flooding, droughts, and food insecurity
- **Regional Crises:** Conflicts in bordering countries (e.g., Sudan, DRC, Ethiopia) drive refugees to South Sudan
- **Economic Shocks:** Drastic state of crisis due to oil export disruptions resulting from conflict in Sudan; inflation estimated at 54.8%



76% of the population is in need of humanitarian assistance

7.1 million people experience acute hunger

2 million people are internally displaced

468,759 refugees and **1.4 million** refugee returnees

Teacher Landscape

Total number of teachers in the *government system (excluding AES)*: **45,953**

Employment Status

- **59%** are full-time
- **4%** are part-time
- **37%** are “volunteers”

Payroll Status

- **70%** are NOT on the government payroll
- **30%** are on the payroll

Qualification Status

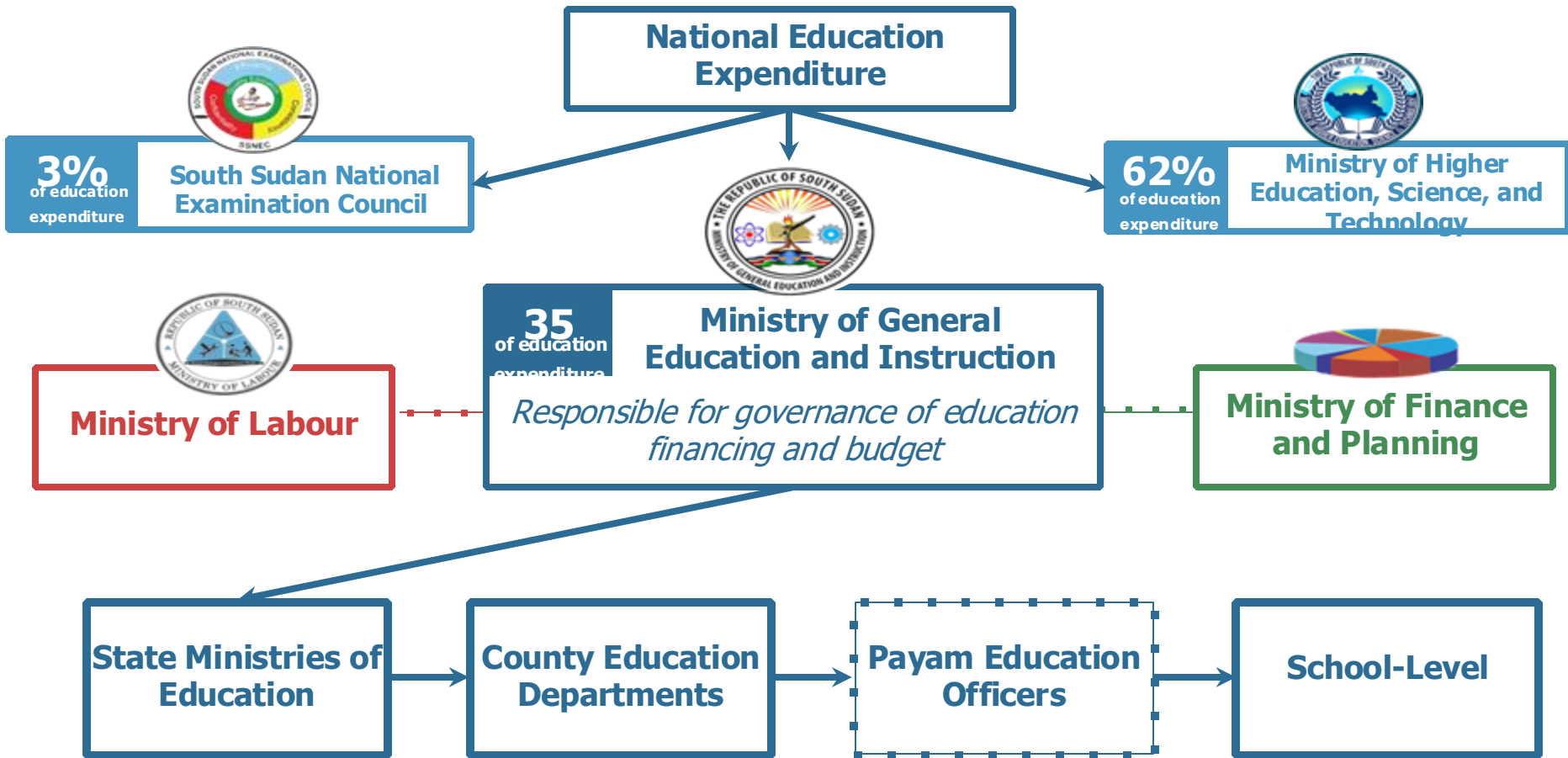
- **37.4%** hold no formal qualifications
- Of the remaining **29,547** teachers:
 - **78.37%** hold a certificate
 - **8.27%** hold a diploma
 - **10.3%** hold a degree

Teacher Payment Governance Systems

By Teacher Profile:

- Public School Teachers (Paid by the Government)
- Volunteer Teachers (Paid by Education Cluster)
- Incentive Teachers (Paid by UNHCR and/or other implementing partners)

Government Teacher Payment System



Volunteer / “Incentive” Teacher Payment Systems

Teachers Working in Internal Displacement

- Classified as ‘volunteer’ teachers
- Primarily South Sudanese Nationals
- Paid by Education Cluster organizations
- Agreed upon rate is the SSP equivalent of \$40 based on current exchange rate
- Amount is harmonized across cluster partners and coordinated by MoGEI

Teachers Working in Refugee Settings

- Classified as ‘incentive’ teachers
- Primarily refugees
- Paid through an incentive system overseen by UNHCR
- UNHCR and its implementing partners (NGOs) pay teachers
- No set rate, amounts vary by camp/settlement, available funds, and budget caps

Findings

How much are teachers paid in South Sudan?

What are the challenges for paying teachers?

What are the implications of inadequate and irregular payments?

How much are teachers paid in South Sudan?

Teacher Payment System	Official Monthly Rate	Range Reported by Teachers (n=45)
South Sudanese Government Payroll	SSP 9,512 - 167,712 <i>(approximately \$3-58)</i>	SSP 15,000 - 100,000 <i>(approximately \$5-35)</i>
Volunteer Incentives (Determined by Education Cluster)	\$40	No data to report
Refugee Incentives (Determined by UNHCR)	\$100-150 (teachers) \$250 (head teachers) <i>Amount varies depending on location and available budget</i>	\$40-500 <i>On average, the high end of this range is \$250, but 5 teachers in this study reported compensation between \$300-500</i>

What are the challenges for paying teachers in South Sudan?



Inadequate and irregular compensation



Ministry disconnects and limited technical capacity



Flat pay rates / limited long-term financial security



Lack of banking systems/ financial infrastructure



Limited resources (worsened by conflict) + Donor reluctance



Deprioritization of education & lack of political will

Implications of Inadequate and Irregular Teacher Compensation

Teacher-Level



Poor teacher retention



Payment discrepancies create inequity/conflict



Demotivation of in-service / prospective teachers



Teachers struggle to meet basic needs

Key Informants' Perspectives:

Consider teachers as human beings first

*"[Stakeholders] mentioned the only consideration for teachers is that teachers need skills...and then it appears like the only thing that teachers need is skills, and that's...boom, we are good to go, **but the teacher is a human being. The teacher needs to dress, the teacher needs to eat before they go to class, actually, before they acquire the skills, they need to eat.** So any support to the education system should take into consideration support for teachers first [...] **But when we look at the interventions of partners today, they seem to have forgotten that human nature in a teacher.**"*

– Civil Society Organization Key Informant

Implications of Inadequate and Irregular Teacher Compensation

Education System-Level



System upheld by external actors and communities/PTAs



School closures and child protection risks



Donor fatigue among education funders



Threat of education system collapse

Thank you!

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