



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 & Community Services Coordinator, IRC Ethiopia Program

**Name of your organisation:** International Rescue Committee

**Date of program or policy implementation described in the case study:** Since Jan. 04 to Present. 07 for KURET project, from Jan to July 07 for the Healing Classroom Initiative and for our on-going formal, per-school and non-formal for many years in various camps

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

**Background**

Please include:

- Brief overview of the context in which you are/were working (*emergency, post-crisis, recovery, development*)*In reality we are working in variety of context. The education programs in the camp are considered post-crisis, the one in Ethiopian local community is development and in our newly established camp can be considered as an emergency context.*

Background information about the population for which the teacher compensation policy applied (refugees, IDP, returnees) In 2 Ethiopian regions with implementing alternative basic education program

- 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? IRC as partner to DOL under a 4- country project combating child labor created Alternative Basic Education programs in target communities. With help from the community IRC had hired some facilitators to run the programs. They were from a vast range of professional and paraprofessionals with no educational training or experience
- How did the money get dispersed? How was accountability assured? How were issues of corruption addressed? The funds were distributed by IRC staff in the field
- Were there specific donor strategies and funding mechanisms put in place? If so, what approaches were taken and how were these implemented? It was demanded by the donor as a means of sustainability teachers' compensation be covered by the local government
- Were there specific government structures and/or policies around teacher compensation? If so, how were these communicated and implemented? In a MoU signed between the district education office and IRC, it was agreed that after the first year, the district regional education office would be covering 25% of the teachers' compensation, 50% after the year 2, 75% year 3 and 100% after year 4. It has not been an easy achievement as the contribution of many Ed offices are still not at the agreed level.
- 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? As one of the most effective means to ensure sustainability, from yearly on, communities we involved in all aspects of the project by offering not only their contributions in cash and in kind, they were also involved in problem identification and solution via a community conversation way. Teachers compensation has been one of the topic of discussion to be seriously addressed by the community members. There are ideas to develop community farms and other means so the community will be independent of outside funding to compensate teachers
- What were some of the challenges you faced in compensating teachers, and how did you overcome those challenges?

1) In the refugee setting however, because of the host government's policy, non refugee is allowed to earn money/salary. Therefore the stipend/incentives which IRC is paying via the field staff to refugee teachers is way below the minimum teacher salary scale in this country. To keep teachers' motivation, the program has focused on teachers skills development.

2) In case of the community development program, the biggest challenge faced is that once the local education office takes over the teachers salaries, usually the payment are irregular and unpredictable. Having regular policy dialogues and follow-up to secure the timely payment has been one way we have tried to overcome this challenge

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- Were there any tools that you used in this work? If so, please describe them and attach a copy if possible. Not a specific one.
- Please share any lessons learnt / outcomes / good practices resulting from this experience.
- When conducting comparison among various regions and group of people we are working with, we notice a large difference in community involvement to support the teachers compensation which apparently does not have any relation with the economic level of the communities but their strong desire and commitment to develop. In fact we have seen more contribution and commitment from VERY poor communities than the less destitute.

## Policy and Coordination

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

1) One of the outstanding coordination efforts was our direct work with the Mettu Teacher Training college to ensure quality and relevancy of the certification program,

2) The organization of a one-week long visit to Juba, in South Sudan meeting educational institutions, governmental authorities and other IPs supporting the re-construction effort of the education sector in South Sudan which resulted in the Regional Educational Forum

3) includes the emergency initiative during the Sudanese repatriation operation from Yarenja camp in Ethiopia to Blue Nile Region in Sudan in March 07 (please see details in following paragraphs), repatriation is one example.

In-country coordination was achieved by organizing 3 workshops bringing all field staff to brainstorm, share and learn from each other during the implementation period of HCI action research.

- 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.

- Who are/were the key actors and what is/was their sphere of responsibilities with regard to
- 1) In KURET the Combating Child Labor through Education Project, IRC supported the certification of some of the non-certified paraprofessional/ABE facilitators.
- 2) Through Healing Classroom Initiative Action Research, IRC implemented teacher development via classroom mentoring. Which was implemented throughout all our education programs from ABE, ALP, other Non-formals such as girls' education, pre-school (which composed most of the sample classroom)
- 3) Supporting the Sudanese Refugee teachers by facilitating their teacher certification process, working with a reputable National Ethiopian College to enrich the program especially with higher level of English language instruction and as cultural relevancy
- One great success story was our proactive initiative to certify 10 Sudanese teachers in an emergency but very efficient way before the planned/obligatory refugee repatriation operation to Blue Nile Region was completed.
- 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? The systematic data collection effort including baseline assessment which was designed for accurate information was an effective way to demonstrate the need for accurate data.
- What were some of the challenges you faced in motivating, supporting and supervising teachers, and how did you overcome those challenges? The initiative was supposed to be only for 6 months by default and therefore did not give us much time to measure the interventions over a longer period of time.
- Were there any tools that you used in this work? If so, please describe them and attach a copy if possible. Yes for the Healing Classroom initiative for the we had developed a series of simple and more complicated tools for the documentation and follow activities related to teachers' specific skills development needed to provide learner-center approach to teaching/learning
- Please share any lessons learnt / outcomes / good practices resulting from this experience. After the completion of the special funding for the HCI, we had decided to generalize/expand the initiative to more teachers which it is currently under implantation. The plans is to collect more data to after a longer period of intervention. Nothing too exciting to share at this moment.