



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 Officer

Name of your organisation: World Vision International-Somalia Program

Date of program or policy implementation described in the case study:
2007

Location of program or policy implementation described in the case study:
Bualle district, Middle Juba Region- Southern Somalia

Background

Please include:

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

Post Crisis

Somalia (land area of 637,540sq,) population is estimated at 8.1 million with majority being pastoralist. Its neighbours are Kenya on the south west, Ethiopia- north west, the Indian Ocean in the East, Gulf of Eden to the north.

¹Somalia is among the poorest of the least developed countries with Human Development Indices indicating per capita GNP of \$200²; life expectancy of 47 years; high infant mortality (132/1,000 live births); high under five mortality (224/1,000 live births), high maternal mortality (at 1,600/100,000 live births)³, and low Gross Enrollment Rates at 21.9%. Somalia has also suffered successive rain failures, intermittent flooding in Middle Juba and Lower Shabelle and a devastating tsunami up North.

Somalia has also been without an effective central government for sixteen years, characterized by inter and intra clan armed conflicts. In 2004 the Transitional Federal Government (TFG) was put in place under the auspices of IGAD. The TFG government backed by Ethiopian troops in December 2006, has begun a new process of strengthening its presence and systems in the country, and sustained relative Peace and stability

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- Background information about the population for which the teacher compensation policy applied (refugees, IDP, returnees)
- Teacher Incentive Program is for returnees and communities that survived the civil war

¹ UNICEF EDUCATION REPORT (2006)

UNDP (2001) Human Development Report. New York/London. Oxford University Press.

³ World Vision, Inc. (WVUS)

- 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
- xTeachers with or without formal teaching qualifications*
xHeadteachers and classroom assistants
x Volunteer teachers and paraprofessionals
 Other: _____

Education is among the critical social sectors that essentially collapsed following years of destruction of facilities and loss of human capital through death, out-migrations or internal displacement. Although there have been many encouraging incidences of community led initiatives in establishing schools in Somalia, limitations in financial resources available to both emerging local governing institutions and communities mean that nation-wide system is struggling to cope with the rising demand for education especially in rural areas. In addition to there being insufficient number of schools and inadequate space in the few existing ones to accommodate all children, schools often lack basic facilities such as water and sanitation, as well as sports and recreational facilities. The quality of education provided is adversely affected by the shortage of trained teachers, demotivation amongst the teaching force caused by lack of salaries/incentives system and inadequate provision of teaching and learning resources

The number of teachers has continued to grow. In 2005, 10,588 teachers were recorded including 9082 male and 1,506 female teachers, resulting to an overall increase of 16.5%. This however does not correspond to the quality of education. Majority of teachers have been trained through in-service programmes by UNICEF, UNESCO and other international and local NGOs. Shortage of trained teachers is also caused by high attrition rates as a result of lack of job satisfaction, inadequate/ lack of remuneration and uncertainty in professional growth among others

The teachers the organization works with are those with or without formal teaching qualifications, headteachers and classroom assistants, volunteer teachers, paraprofessionals and clan teachers..

The least are the trained/professional teachers with most either being killed or running away to safety in the neighbouring countries. The minority who return are easily taken up by Organizations as there is an acute shortage of skilled labour.

According to UNICEF Report(2006) the National teachers population for Somalia/Puntland /South and Central Somalia(the three regions that make up Somalia) was 12,787 and south central total teacher population was 7,465. One of the key issues that contribute to lack of teachers besides qualification is lack of a consistent compensation system for teachers.

South/Central Somalia under the TFG Government doesn't have a teachers compensation policy in place.

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
- 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.

WVS teacher compensation experience continues to be a very challenging one.

First because there is no national compensation policy for teachers in Somalia.

The donors are not able to sustain teacher compensation, so it depends on funds availability from donors which therefore is not consistent. Most donors do not contribute to teacher compensation

Secondly, it's an income to the communities that hardly have any sources of income, and this therefore attracts many "teachers" including clan teachers that may not be directly involved in everyday classroom teaching and who do not have any professional or related teaching skills, but more often represent clan interest.

The key actors are the community and the Organization with each contributing 70% and 30% respectively. More often, the organization is the only one that ends up contributing the full 30% with the communities 70% being erratic.

The contribution of the organization is in cash while the community is both in cash and/or kind.

Both the organization and the CEC agree on the amount to be paid per teacher depending on the ability of the organization and the community, which is then communicated to the teachers and the community. If a community member's contribution is in kind, for instance two kilograms of maize seed, the CEC Committee sells it or it's given as it is to the teacher, so long as it's the equivalent in cash.

All the contributions are then given to the CEC, whose secretary keeps record of the contributions and payments. Teachers sign against their payments.

Some communities have set aside one or two acres of land to plant crops. Specific days in the week are set aside whereby the community goes and works on the shamba. This enables the teacher to be able to concentrate on teaching.

As stated before, sustaining this program is a challenge with donor reservations. Southern Somalia continues to face multiple natural and manmade hazards, like prolonged drought, flooding and war, therefore food security and sustained crop harvest is a challenge. Therefore communities are not able to meet their 70% commitment, which is mostly erratic.

We have partnered with WFP to provide school feeding successfully and now discussions on the possibilities of providing some food ration for the teachers have been initiated.

Close follow-up and sustained community mobilization and strengthening of CEC management and mobilization skills is one key strategy that we have used. Close monitoring of schools is another.

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?
- 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.

WVS organizational policy on teacher compensation is benchmarked on the MSEE Standards on Community participation(Standard one) and informed by the fourth standard on teaching and learning, whereby the teacher needs to be motivated for him/her to provide quality teaching.

The Key actors therefore are the community ,the CEC's and World Vision.

As we advocate for equitable teacher compensation ,we also recognize the diverse circumstances that organizations work in and communities find themselves in especially with the absence of government and other support mechanisms. We also appreciate professionalism and therefore advocate that it be rewarded.

Also due to diverse funding mechanisms and opportunities, teachers compensation harmonization is still an issue at the NGO/Government coordination meetings, The Somalia support secretariate is advocating for more funding to Somalia with the issue of teachers compensation key.

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.
- 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.

The TFG has not yet succeeded in setting up structures, policies and system in education and other sectors. Currently its role is more facilitatory in aiding organizations be able to implement their activities harmoniously and in a secure environment. The government role therefore is minimal The Key actors being the community and the International NGO's.

WVS has strived to motivate teachers principally through the following ways

- Provision of incentives to complement the community's
- Community profiling, whereby the role and importance of teachers has been enhanced in the communities
- Provided training and mentorship for the teachers.
- Provided teachers with agricultural inputs for their farms..
- The organization has also provided teachers school materials. The teachers incentives though minimal are a way of motivating them and showing our support, but also soliciting professionalism.

The community on the other hand has worked on their farms, and provided food the equivalent of cash,

Challenges faced in teacher motivation is lack of consistency in teacher incentives due to lack of funding or project exit.

Follow up is also hampered by insecurity caused by inter-clan fighting and consistent flood or prolonged drought which is very common in Somalia.

Community movement due to insecurity also affects contribution

One strategy the organization has put in place is empowering the CEC's to closely supervise and follow up . It has also mobilized them to undertake home visits as a way of not only mobilizing contribution, but also to minimize drop out/defaults.