



Virtual Salon Introductory Presentation 2

Towards Solutions

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Overview

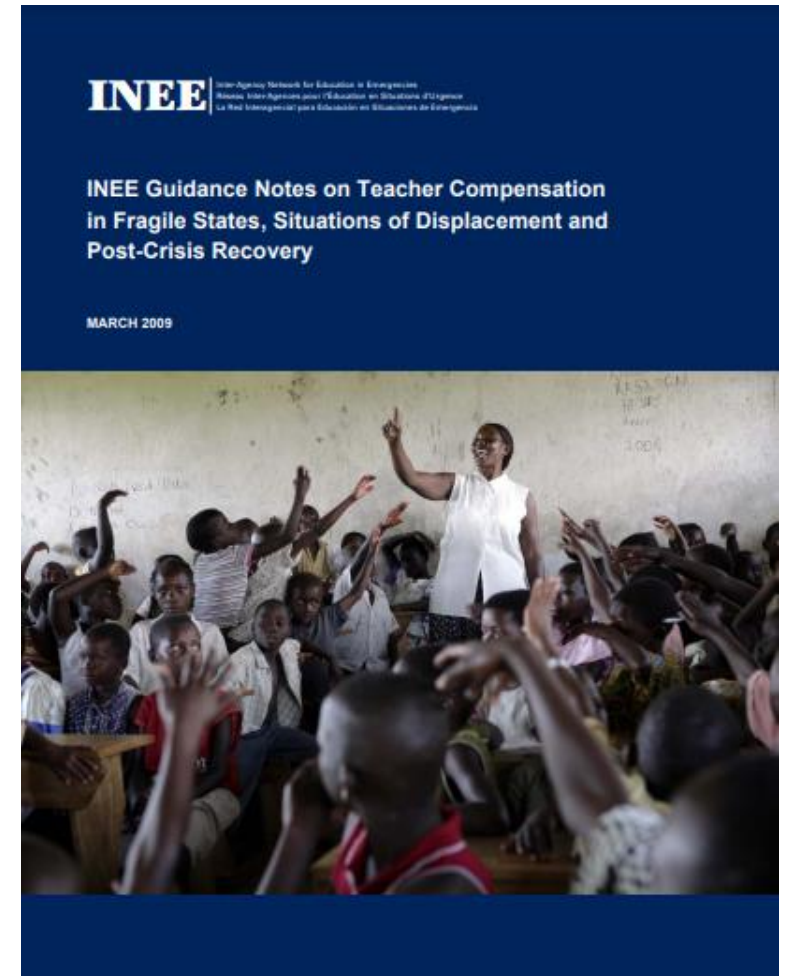
The aim of this presentation is to provide:

- a **definition** of teacher compensation and overview of the key **roles and responsibilities** of stakeholders involved
- an overview of **initial lessons** from past and existing initiatives shared by expert group members
- a proposal for key **guiding principles** to support development of solutions
- **questions** for consideration

Teacher compensation

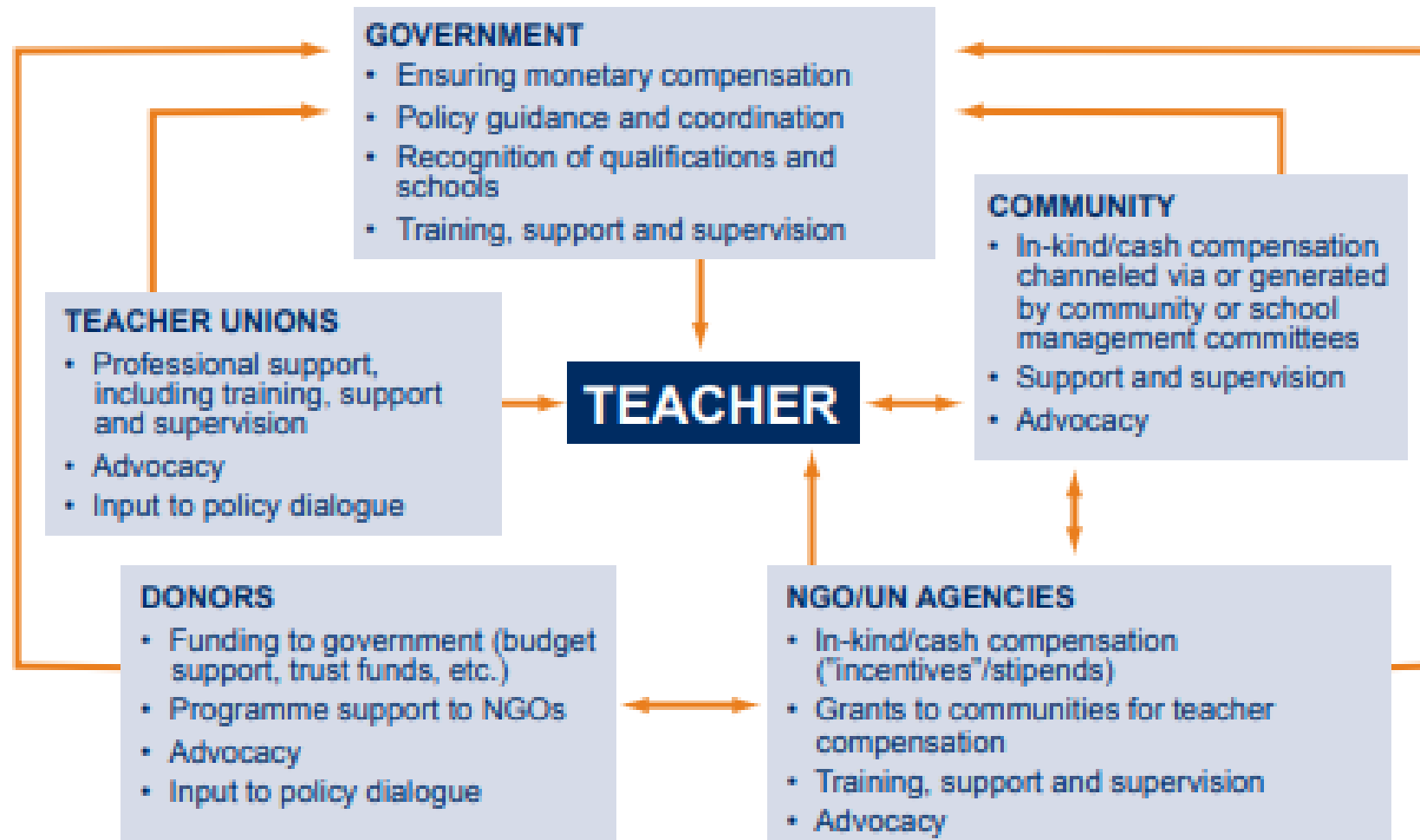
“Compensation comprises both **monetary** and **non-monetary** support; the latter encompasses a very broad range of in-kind payment (such as provision of food, shelter, health care, transportation, and personal items) and contains here a range of other strategies to help **support and motivate** teachers, including the provision of teaching materials and training.”

INEE GUIDANCE NOTES ON TEACHER COMPENSATION IN FRAGILE STATES, SITUATIONS OF DISPLACEMENT AND POST-CRISIS RECOVERY (2009)



Key stakeholder roles and responsibilities

Figure 1: Roles and responsibilities of stakeholders'



Source: INEE (2009)

Initial lessons: Partner support for teacher compensation in crisis settings

Mobilising resources

1. When planned alongside other interventions, teacher compensation initiatives can help to ensure learning continuity during crisis

2. The extent to which teacher support is included in the crisis response is highly dependent on international partner priorities

3. Once a decision has been made to include it in programming, teacher support tends to remain on the agenda

4. The largest teacher support interventions often involve development partner funding in post-emergency situations

5. The scale of projects and implementation costs are key factors determining if teacher support interventions are undertaken or not

Initial lessons:
Partner support for teacher compensation in crisis settings

Modalities for support

1. Multiple modalities have been used to pay teachers according to banking service availability, including mobile banking

2. Multiple pathways may be utilised across the same country, including through government or partner systems, depending on capacity and integrity of existing financial systems

3. Modalities and pathways may evolve over time, with emphasis shifting between different areas/groups, depending on how the crisis evolves

1. All “Promising Practices” are Context-Specific

2. The Importance of Teacher Management Systems

3. Sustainable, Holistic Support

4. Support Before, During, and After Crisis

5. Social Dialogue and Civil Society

6. Policies and Practices of Partners

 **Key principles:**
Towards
developing
effective
solutions



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Towards developing effective solutions

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1. All promising practices are context-specific

An **analysis of the context**, including sociohistorical factors and the nature of the crisis, is key to understanding:

- **HOW** blockages in compensation systems occurred
- **WHY** certain interventions have been successful
- **IF** and **HOW** to transfer lessons learned from one context to another

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2. The importance of teacher management systems

- Systematic collection & analysis of **teacher management-related data** essential to ensure equitable & sustainable compensation systems
- Even if funds specifically earmarked for teacher compensation, **failure to address inefficiencies** in existing systems may lead to problems, including delays, payment of ghost teachers, etc.
- In addition to increasing resources for teacher compensation, **addressing blockages and strengthening financing systems** is key to ensuring teachers are adequately compensated

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3. Sustainable, holistic support

- Teacher compensation should be part of an **integrated crisis response** alongside psychosocial support, safe and inclusive learning environments, learning continuity, etc.
- The **education in emergencies financing gap** should be considered in relation to teachers and how much is needed for compensation, professional development, support to wellbeing, etc.
- **Pay scales, allowances, and benefits** should be reviewed and revised as necessary to ensure equitable and adequate compensation
- For **long-term sustainability**, and avoidance of parallel systems, clear exit strategies for partners should be developed, where initiatives are increasingly country-led



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4. Support before, during, and after crisis

A **crisis-sensitive approach** to teacher compensation involves:

- **BEFORE:**

- identifying & analysing **risks** to teacher compensation and **capacities** of systems to respond
- developing plans to **prepare** for, **respond** to, and **recover** from crisis
- exploring the development of adequate, transparent **emergency compensation** routes

- **DURING:**

- **implementing** crisis response plans, including emergency compensation routes
- facilitating partners to support **distance payments**
- **monitoring** existing compensation systems and attempting to **address obstacles** as they arise

- **AFTER:**

- supporting **integration of all teachers** back into national systems as relevant, including payroll
- **evaluating** the crisis response to teacher compensation to build the **evidence base**

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5. Social dialogue and civil society

- Ensuring equitable and adequate teacher compensation depends on understanding **teachers as rights-holders and members of affected communities**
- Teachers and teacher organisations should be **consulted and engaged** before, during, and after crisis to understand gaps related to compensation and working conditions
- It is essential to build **transparency and accountability** of financing systems through building the necessary skills and knowledge of **civil society** to hold governments and partners accountable

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6. Reviewing Policies and Practices of Partners

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6. Reviewing policies and practices of partners

- Two **key issues** relating to donor policies and practices have been identified:
 1. Typically, donors will **not cover recurrent costs** of education, which includes teacher salaries.
 2. Generally, mechanisms or systems to ensure teacher compensation when **government structures cease to operate** are lacking
- The policies and practices of partners, particularly the donor community working in the education sector, should be **reviewed** to see how they can be more '**crisis-sensitive**'.

Questions

1. Are there promising examples of partners providing support to compensation of civil servants in other sectors that could be applied to education?

2. How do we consider solutions in the short, medium, and long term?

3. Which stakeholders at the international, national, and local level are best placed to ensure adequate, consistent, and fair teacher compensation before, during, and after crisis?

4. As we head towards TES and beyond, what are the steps/commitments that are needed to address some of these challenges/gaps and come up with a roadmap for effective action?