

ANNEX

Draft Outline for Guidance Notes for compensating teachers in fragile states, refugee, IDP and returnee contexts

Document Outline

1. Introduction

- Rationale: why there is a need for these Guidance Notes and what will their purpose be
- Background of INEE and linkage to INEE Minimum Standards

2. Guiding Principles: Legal Frameworks and International Commitments

3. Draft Guidance Notes with action check lists (outlined on following page)

3a. Specific guidance on context interspersed throughout the Guidance Notes:

- Refugee
 - Key actors and their sphere of responsibilities
 - Lessons learned
 - Case study
- IDPs
 - Key actors and their sphere of responsibilities
 - Lessons learned
 - Case study
- Returnees/Reconstruction and Post-Crisis
 - Key actors and their sphere of responsibilities
 - Lessons learned
 - Case study

Box on guidance regarding ‘which teachers’:

- Teachers in government primary and secondary schools (including pre-school/early childhood development)
- Teachers in government-supported non-formal education programs/learning centres, etc
- Teachers in NGO-supported schools aligned with formal system
- Teachers in NGO/community-supported non-formal education programs/learning centres
- Teachers with or without formal teaching qualifications
- Head teachers and classroom assistants

Schematic of teacher compensation process: diagram detailing all the stakeholders and the process of creating equitable teacher compensation through all three contexts.

Framework for Draft Guidance Notes

Policy and Coordination

- Who are the stakeholders?
- How do we advocate for equitable teacher compensation at the local, national, regional and international level?
- How do we work with the government from the start of the process?
 - A checklist on engaging the government in this process
 - What do you do when the government is unwilling to compensate teachers?
 - What are the options? Parallel system?
 - Address government pickup of volunteer teachers

Teachers Compensation

- Can be monetary or non-monetary (non-monetary may fall under motivation)
- How does the money get dispersed?
- Donor Strategies and Funding Mechanisms
- Government Structures / Policies / Regulations / Roles and Responsibilities
 - What are the minimum operating procedures?
- Encouraging community support

Teachers Motivation, Support and Supervision

[Note: Challenge to keep focus on compensation and too heavily involved with motivation]

- Could be a break-out box
 - 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
 - Accountability and codes of conduct (COC)
 - Address issues of corruption/exploitation
 - Safeguard teachers from persecution
 - Minimum COC for teachers should be included in guidelines
- } *Psycho-social well being*

** Important to remember the guidelines will be developed with the formal system in mind, but will be applicable to many non-formal systems as well.*