

Teacher Compensation in Crisis Contexts

Problems & Paradoxes for Paying Teachers in South Sudan

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Recommendations to develop pathways to sustainable compensation for “volunteer” and “incentive” teachers

Teachers Paid by Education Cluster Partners

Reckoning with the present

Stakeholders

Education cluster partners, in collaboration with GoSS and donors

Pay equitable and consistent wages across profiles, progressively increasing to a “living wage” to support teacher retention and motivation.

Ensure salary harmonization across implementing partners in alignment with qualifications and years of experience (and in coordination with compensation levels offered by GoSS and UNHCR in refugee-hosting settings).

Pay teachers monthly (not quarterly).

Consistently monitor exchange rates and update teachers’ incentive payments accordingly to ensure they receive the full amount owed amidst rapid currency fluctuation. Where possible, consider paying incentives in US dollars to account for SSP devaluation.

Ensure timely distribution of circulars with updated payment rates to all implementing organizations to avoid payment delays.

Provide hardship allowance for South Sudanese volunteer teachers deployed to work in remote areas (outside of their home counties).

Teachers’ Union

Include all teacher profiles in advocacy efforts with GoSS, including South Sudanese volunteer teachers and refugee volunteer teachers, the latter of whom may remain in South Sudan amidst protracted crises in the region.

Contribute to education sector planning among humanitarian and development actors in South Sudan. Explore opportunities to participate in Local Education Group (LEG).

Donors

Prioritize funding teacher compensation to ensure that teachers are adequately supported in their efforts to facilitate student learning and well-being, let alone implement new and innovative educational programming.

Looking towards the future

Stakeholders

Donors, and implementing partners

Increase funding for education cluster actors, and earmark funding specifically for teachers’ incentives.

NTTIs, in collaboration with MoGEI

Establish alternative teacher certification pathways for volunteer teachers (both from South Sudan and other countries) with accumulated years of teaching experience. Related recommendation: GoSS to create dedicated directorate within the MoGEI to oversee this process

Education Cluster

Align teacher data management with GoSS’ efforts to develop an Education Management Information System (EMIS) to track key metrics (e.g. teacher profiles, attendance, payroll management, recruitment, placement, and retirement).

Recommendations for pathways to sustainable compensation for teachers supported by UNHCR

Teachers Paid by UNHCR

(Recommendations apply to both South Sudanese & refugee volunteer teachers unless otherwise noted)

Reckoning with the present

Stakeholders

UNHCR

Pay equitable and consistent wages across profiles, progressively increasing to a "living wage" to support teacher retention and motivation.

Ensure salary harmonization across implementing partners in alignment with qualifications and years of experience (and in coordination with compensation levels offered by GoSS and education cluster, as well as other humanitarian sectors).

Support refugee teachers to equate their teaching qualifications (if available) in collaboration with the MoGEI.

Donors

Increase funding for refugee education actors, and earmark funding specifically for teachers' incentives.

Provide support for UNHCR's funding gaps, recognizing that budget cuts (45% yearly) limit their ability to support teachers in refugee camp/settlement contexts.

Donors & IPs

Prioritize funding teacher compensation to ensure that teachers are adequately supported in their efforts to facilitate student learning and well-being, let alone implement new and innovative educational programming.

Teachers' Union

Include refugee teachers in advocacy efforts with GoSS, given that many may remain in South Sudan amidst protracted crises in the region and can contribute to teacher shortages.

Looking towards the future

Stakeholders

UNHCR & IPs

Create opportunities for salary increases based on years of experience.

GoSS

Re-engage qualified teachers in the government system once stabilized to ensure access to full benefits.

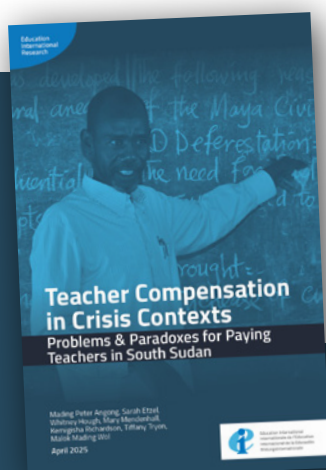
Goss & UNHCR

Develop Refugee Education Management Information System (REMIS) to track key metrics (e.g. teacher profiles, attendance, payment management, recruitment, placement, retirement).

NTTIs, in collaboration with MoGEI

Establish expedited / alternative / accelerated teacher certification pathways for refugee teachers with accumulated years of teaching experience.

Related recommendation: GoSS to create dedicated directorate within the MoGEI to oversee this process



The full research paper, in English, can be downloaded by clicking the image or the link or scanning the QR-code.

<https://eiie.io/2025SouthSudan>



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