

TERRE DES HOMMES ITALIA

Improve the retention, professional development and well-being of teachers in the Northern and Sahel regions of Burkina Faso



Country of implementation

Burkina Faso

North and Sahel Regions



Goal

To strengthen the educational framework by promoting teachers' careers and their professional and personal well-being.

Context

Since 2015, Burkina Faso has been facing a **security and humanitarian crisis due to terrorist attacks**. This situation has caused a **massive displacement of populations** from the most affected regions, including the North and the Sahel. In response to this situation, the Government, with the support of its partners, organizes the response through **the provision of social services**. It is in this context that the present project is implemented, aiming **to ensure educational continuity** in the two identified regions.

General Approach

The methodology aims to improve access to quality educational services in accordance with the European Union's multiannual indicative program in Burkina Faso (2021-2027). Creating **synergies between teachers and educational supervisors, as well as formal and community institutions within the education system**, is a fundamental element to develop an integrated approach, increase teacher retention opportunities, strengthen quality education, and promote sustainable collaboration between government authorities and teachers.

Key Activities

Support the capacity building of educational supervisors and provide material support to supervision structures, including Basic Education Districts.



410

educational supervisors, including 80 women, had their capacities strengthened in Education in Emergency Situations and Conflict-sensitive education, among other areas

Organize psychotherapeutic seminars for the benefit of teachers affected by the crisis.



3

psychotherapeutic seminars organized for the benefit of **27** teachers, including 16 women

Set up and equip connectivity centers.



2

connectivity centers, each equipped with 14 computers, are operational in Dori and Ouahigouya, respectively in the Sahel and Northern regions



FINN CHURCH AID (FCA) BRIGHT – Building Resilience, Inspiration and Growth Holistically for Teachers in Crisis Contexts

Countries of implementation

Uganda

Kyangwali Refugee Settlement, Kikuube district

Ethiopia

Debre Berhan and North Shoa Zones, Amhara district



Goal

To address teacher shortages and enhance the professional and personal well-being of teachers in refugee and internally displaced person (IDP) contexts in Uganda and Ethiopia.

Context

Uganda and Ethiopia are the **first and second-largest refugee hosting countries in Africa**, grappling with profound humanitarian crises stemming from internal conflicts, climatic changes, and disease outbreaks. In both countries, **the education sector is facing critical challenges** that relate to the shortage of qualified and motivated teachers, compounded by failure to attract, develop and retain talented teachers in crisis contexts.

General Approach

The project builds on FCA's proven models, long-term field presence, and evidence gathered through daily engagement with teachers, school leaders and authorities. The design draws on lessons from LEARN, TOGETHER, PLiCs, SCORE and ESD's ALP (Alternative Learning) and ASR (Accelerated School Readiness) programs to inform context specific support and teacher professional development. The action also promotes regional learning by adapting Uganda's effective teacher management and CPD (Continuous Professional Development) practices to Ethiopia, supporting peer exchange, advocacy, and greater recognition of teachers in crisis contexts.

Key Activities

Gender barrier analysis implemented in schools to integrate gender responsive strategies into their school improvement plans.

Teachers trained in financial literacy to boost their knowledge in financial management and build a culture of saving.

Baby care centers established in the schools for female teachers with babies below three years.

KEY RESULTS



27

schools covered by gender barrier analyses:
21 in Uganda
6 in Ethiopia

KEY RESULTS



459

teachers trained in financial literacy: 100 in Ethiopia and 359 in Uganda

KEY RESULTS



21

baby care centers established in Uganda



238

teachers engaged in SACCOs (Saving and Credit Cooperative Society) established at schools in Uganda

This is a Regional Teachers Initiative for Africa program, implemented by:



ADPP Enhancing Teachers' Resilience and Well-being in Disaster-Prone Areas of Mozambique



Country of implementation

Mozambique

Zambezia Province –
Districts of Namacurra,
Mocuba and Nicoadala



Goal

To strengthen the resilience of the education system in the disaster-prone areas, by improving teachers' professional development and psychosocial well-being, and strengthening school preparedness to disaster risk management.

Context

Mozambique is highly vulnerable to **natural disasters such as floods, cyclones and droughts**, which severely affect the education system, such as cyclones Idai in 2019 and Freddy in 2023. Many teachers lack adequate preparation to **respond to emergencies, manage psychosocial stress and ensure continuity of learning**. Strengthening teachers' resilience and schools' institutional capacity is essential to safeguard education in crisis contexts.

General Approach

The project adopts a participatory and multi-sectoral approach. It combines capacity building, psychosocial support and digital solutions, implemented in close coordination with education authorities, institutions working on cross-cutting issues and local communities. Practical training, simulations, continuous monitoring and cross-cutting gender and inclusion principles ensure local ownership, sustainability and integration within the national education system.

Training of ZIP Coordinators and Teacher Trainers

Training of ZIP (Pedagogical Influence Zones) coordinators and Teacher Training Institutes trainers as multipliers. The training focused on disaster risk management, basic school emergency plans, psychosocial support, inclusion and the use of digital tools. Participatory methodologies, simulations and case studies were applied, aligned with education authorities, strengthening local pedagogical leadership and institutional sustainability.

KEY RESULTS



50

ZIP coordinators and IFP/EPF trainers trained as multipliers, including 19 women

KEY RESULTS



1,078

teachers trained:
919 in-service,
including 573 women
159 pre-service,
including 80 women

KEY RESULTS



60

schools SDRMCs and basic emergency plans



1,371

members trained,
including 571 women

This is a Regional Teachers Initiative for Africa program, implemented by:

YEI TEACHER TRAINING COLLEGE (YTTC)

Inclusive Teacher Development in South Sudan



South Sudan

Central Equatorial State, Northern Bahr el Ghazal State, Upper Nile State



To strengthen professional capacity and well-being of teachers, creating a resilient, inclusive, gender-responsive teaching workforce capable of meeting diverse learning needs.

Context

South Sudan's education system faces challenges exacerbated by crises such as **conflicts and climate-related disasters**. This context has resulted in persistent teacher shortages, high attrition, limited professional development, inadequate inclusive pedagogy training, significant gender imbalance, and difficult operating conditions undermining **teacher motivation and retention**.

General Approach

The project utilizes a multi-layered approach to build a gender-responsive teaching workforce. By combining pre-service scholarships for women with in-service continuous professional development (CPD), the project ensures teachers are not only trained but supported through difficult operating conditions. The strategy focuses on sustainable systems through:

- Pre-service training
- In-service CPD
- Coaching & mentorship
- Gender-responsive strategies
- Holistic support
- Systems strengthening

Inclusive Teacher Training & CPD

Training in-service and pre-service teachers in inclusive pedagogy and gender-responsive approaches, with sustained coaching through school-based mentors, building sustainable CPD systems and practice improvement.

KEY RESULTS



1,195

teachers trained (1,000 in-service, including 800 primary and 200 secondary, 195 pre-service)



30

school-based coaches established, delivering monthly sessions to 242 teachers

Gender-Responsive Leadership & Career Development

Scholarships, support to the development of career plans and sensitization on gender pedagogy among communities contribute to the empowerment of women in the education environment.

KEY RESULTS



50

female students sponsored for pre-service certification



365

365 school leaders supported to develop career plans



361

community stakeholders trained on gender pedagogy

Teacher Well-being, Recognition & Retention

Facilitating access to mental health services and habits contributing to the improvement of teacher well-being. Award granting to teachers to foster good practices and value their improvement.

KEY RESULTS



356

participants reached through the delivery of MHPSS



25

teachers benefited from wellness programs



10

high-performing teachers awarded to incentivize retention and quality

GENERAL KEY RESULTS

2,735

total beneficiaries (25.5% female) reached across pre-service and in-service interventions

This is a Regional Teachers Initiative for Africa program, implemented by:

OXFAM Collaborative and Empowered: Supporting Teachers in Crisis Context in South Sudan



Country of implementation

South Sudan

Awerial, Wulu and Rumbek East, Lakes State



Goal

To strengthen teacher management, professional development, and governance while promoting gender equity.

Context

South Sudan's education system faces challenges exacerbated by crises such as **conflicts and climate-related disasters**. These issues disrupt learning, displace teachers, and deepen systemic weaknesses. The education sector in South Sudan is marked by **inadequate infrastructure, unqualified teachers, lack of gender responsiveness**, including a lack of female teachers and poor attrition/retention rates.

General Approach

Building on BRICE and a global INEE framework, the project uses a mixed methods approach for teacher professional development (TPD) to strengthen and link different layers of the education system. TPD is supported by working long term engagement with teachers and tutors through training, supervision, peer learning and hands on support. The project has specific focus on support to female teachers and educators through networks and mentorship as a means of creating female agency and voice. In addition, the project will create space for teachers to meet on and voice education issues affecting their daily work and underpinning the implementation of national level education policies and frameworks.

Key Activities

Continuous teacher training and support primarily to unqualified teachers who are not able to attend Continuous Professional Development (CPD) leading to qualified teacher status on: Teachers role and well-being, Child protection and inclusion, Pedagogy and Curriculum and planning with a strong focus on participation of female teachers.

Continuous training and onsite support to tutors to ensure they are comfortable delivering training. Tutors are trained on the same material as teachers and familiarized with the new curriculum. This includes identifying (female) tutors, clarifying the role of tutors to all stakeholders and working with supervisors on supportive and constructive supervision of teachers.

Introduce and support the running of Teacher Learning Circles at school level. Each school has 1 mentor supporting TLCs. TLCs are organized according to subjects and take place every school term.

KEY RESULTS



Teacher Professional Development delivered for

158 untrained teachers (140M/18F).

Changes in teaching practices starting to emerge

KEY RESULTS



Classroom observations conducted of

82 teachers

to help tutors and supervisors target their support to teachers

KEY RESULTS



Peer support including Teacher Learning Circles and Female Networks are very effective, cost efficient and sustainable. It allows support in a timely way and is sensitive to the context

PLAN

Building Resilient Education Systems for Teachers in crisis contexts

Country of implementation

Nigeria

Adamawa State – Michika, Fufore and Numanand
Sokoto State – Bodinga, Sokoto North, Tambuwal



Goal

To support teachers' work and strengthen the educational framework by addressing teacher shortages and enhancing their professional development, personal well-being and resilience.

Context

Teachers in conflict-affected areas of Adamawa and Sokoto face **insecurity, displacement, overcrowded classrooms, and limited professional support**. These challenges **reduce teaching quality** and **weaken learning outcomes** for crisis-affected children. Strengthening teacher capacity, well-being, and classroom practice is critical to sustaining education in emergencies.

General Approach

- Practice-oriented teacher professional development tailored to crisis contexts based on teacher training adapted to Nigerian context
- Continuous coaching, peer learning, and mentoring for teachers
- Integration of psychosocial support, safeguarding, and gender-responsive pedagogy
- Active engagement of school-based and community structures to support teachers and safe learning environments
- Strong collaboration with education authorities, schools, and communities
- Evidence-based learning, reflection, and adaptive implementation

Teacher training and coaching in crisis contexts

- Crisis-responsive Teacher in Crisis Contexts (TiCC) training, based on the INEE (Inter-Agency Network for Education in Emergencies) global standards on teachers' professional development and well-being and adapted to the Nigerian context.
- Continuous coaching, mentoring, and peer learning to support classroom application.
- Teacher learning circles to address school challenges, professional development and well-being needs.

KEY RESULTS



Teachers demonstrated improved learner-centered, inclusive, and protection-sensitive classroom practices, increasing learner engagement.

Teacher well-being and resilience support

- Psychosocial support integrated into teacher professional development, including the strengthening of teacher motivation, confidence, and ability to sustain teaching in crisis settings.
- Promoted self-care, stress management, and peer support mechanisms based on the WHO guide "Doing What Matters in Times of Stress and Self-Help Plus (SH+)".



In January 2026, **98%** out of 300 teachers surveyed agreed that the routines supported stress awareness and self-reflection and **96%** agreed that the sessions helped them reduce stress levels.

KEY RESULTS



Project learning contributed to system-level dialogue on strengthening teacher professional development in crisis contexts, with national teachers' union & government institutions.

This is a Regional Teachers Initiative for Africa program, implemented by:

