



Teacher shortage and attrition are threatening the future of education. In Sub-Saharan Africa, 15 million more teachers are needed to achieve universal primary and secondary education by 2030 (UNESCO, 2024). While educational reforms are being implemented across the region, not much research has been conducted to establish their influence and impact on teacher wellbeing and retention.

RESEARCH PROJECT

Supporting Teacher Education, Wellbeing, and Retention via Informing Feasible Educational Policies and Incentives in Africa (STEP-EA)

IMPLEMENTING PARTNERS

Häme University of Applied Sciences; Egerton University; University of Nairobi; Dar es Salaam University College of Education; Mkwawa University College of Education; University of Juba

KEY THEMES

**Teacher wellbeing
Teacher retention
Teacher agency**

PROJECT BUDGET

€ 681 050

COUNTRIES OF IMPLEMENTATION

Kenya - South Sudan- Tanzania

PROJECT DURATION

18 months

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Focus on teacher wellbeing and agency

This project focuses on teacher wellbeing at work and teacher retention, shortage, and attrition. The goal is to provide in-depth and novel empirical evidence on teachers' wellbeing, professional agency and commitment, and to suggest policy recommendations and practical implications for educational policy, teacher education and schools in Africa.

Key objectives

- Strengthen educational policies and teacher education curricula by embedding teacher wellbeing, agency, leadership, effective planning and management of teachers' work.
- Examine how teachers' working conditions, wellbeing, agency, and commitment interact, and
- Identify best practices for sustainable teaching in fragile contexts to guide regional policies.

Methods

- Concurrent mixed-method research approaches

This research project is funded by the European Commission under the Regional Teachers Initiative for Africa.