



Burkina Faso has been experiencing a humanitarian and security crisis since 2015, with two military coups in 2022. Over 270 attacks on schools were reported in 2022-2023. As of March 2024, 20% of the country's schools were closed (Ministry of Education), affecting more than 820,000 students, especially girls, and 24,000 teachers (UNESCO). Support is still greatly needed to ensure educational continuity and provide decent learning conditions for displaced and vulnerable children.

NAME

Improving Teacher Retention, Professional Development, and Well-being in the North and Sahel Regions of Burkina Faso

IMPLEMENTING PARTNER

Terre Des Hommes
& Diocesan Communication Center (CDC); Regional and Provincial Directorates in charge of Education and Humanitarian Action

PROJECT BUDGET

€ 699,312.36

COUNTRIES OF IMPLEMENTATION

Burkina Faso - North and Sahel Regions

PROJECT DURATION

18 months

Supporting teachers in crisis context

In Burkina Faso, Terre des Hommes aims to improve the integration, retention, career progression, and well-being of teachers in the crisis-affected regions of Ouahigouya, Gourcy, Dori, and Djibo.

To do so, the goal is to strengthen the educational framework in Burkina Faso by promoting teacher career development and ensuring teachers' professional and personal well-being. Over 2,400 people, including 20 political and government decision-makers, 830 support stakeholders in the Education Sector, and 1,610 teachers and school agents are targeted. 56,000 students, 60% of whom are girls aged between 6 and 16 will benefit from the program.

Key activities will include: pedagogical supervisors training; strengthening school management; providing psychosocial care, therapeutic retreats, teaching materials, and support school-based income-generating initiatives; training teachers in emergency education and conflict-sensitive methods; etc.

A project implemented by...

Terre Des Hommes is an international organisation that fights to ensure children's rights are respected in full and implemented, leaving no one behind. The organisation also engages to influence political agendas and strategies that affect children and young people.

Funded by



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Ethiopia is currently the second-largest refugee and internally displaced persons (IDPs) hosting country in Africa (with over 4 million IDPs), grappling with profound humanitarian crises stemming from internal conflicts, climatic changes, and disease outbreaks, and resulting in a strain on social services, particularly in the education sector. The sector is facing critical challenges due to persistent funding challenges, prevalent teacher shortages, and a lack of motivation among educators.

NAME

BRIGHT – Building Resilience, Inspiration and Growth Holistically for Teachers in Crisis Contexts

IMPLEMENTING PARTNERS

Finn Church Aid (FCA)
& Education for Sustainable Development (ESD)

PROJECT BUDGET

€ 888,888

COUNTRIES OF IMPLEMENTATION

Uganda (Kyangwali Refugee Settlement, Kikuube) & Ethiopia (Debre Berhan and North Shoa Zones, Amhara)

PROJECT DURATION

24 months

Supporting teachers in crisis context

The BRIGHT initiative seeks to address teacher shortages and enhance the professional and personal well-being of teachers in refugee and IDP contexts in Uganda and Ethiopia.

Contributing towards strengthening of the education framework in crisis contexts, the project targets over 1,200 - a total of 487 teachers and 527 local school and education stakeholders in Uganda (480 females, 504 males) and 110 teachers/para teachers and 114 local education stakeholders in Ethiopia (114 females, 110 males). Nearly 122,000 final beneficiaries are targeted in both countries.

Key activities include: promoting teacher retention through recognition and support systems; training teachers in crisis-responsive pedagogy, digital skills, green education, and inclusive classroom practices; providing psychosocial support and recreational activities; promoting policy change, engage national governments and the African Union for formal integration of refugee and IDP teachers; etc.

A project implemented by...

FCA has a rich history in humanitarian and development work. With a focus on education, peace, and livelihood, it operates across various African countries, including Ethiopia. FCA's established partnerships and field presence enable a nuanced understanding of the local educational landscape, facilitating effective program design and implementation.

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Mozambique is highly vulnerable to natural disasters, with cyclones, floods, and droughts frequently impacting its population and infrastructure. The education sector in the province of Zambézia faces severe impacts from Cyclones IDAI (2019) and Freddy (2023), which destroyed over 6,000 classrooms and disrupted education for more than 565,000 pupils and 4,337 teachers. The district of Namacurra alone saw 2,549 classrooms destroyed, underscoring the urgent need for support to affected schools and educators

NAME

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

IMPLEMENTING PARTNER

**AJUDA DE
DESENVOLVIMENTO DE
POVO (ADPP)**

PROJECT BUDGET

€ 830,283

COUNTRIES OF IMPLEMENTATION

**Mozambique - Zambezia
Province**

PROJECT DURATION

24 months

Supporting teachers in crisis context

This initiative aims at strengthening the resilience of the education system in the disaster-prone districts of Namacurra, Nicoadala, and Mocuba, by improving teacher integration, retention, and career progression in disaster-prone zones, as well as supporting professional development and psychosocial well-being of in-service and in-training teachers.

900 in-service teachers from 60 primary schools (impacting approximately 48,000 students), 320 students from the Teacher Training Institute, 60 school councils and 120 primary school managers, are the primary targets of the program.

Key activities include: establishing disaster risk management structures (like School-Based Disaster Risk Management Committees - SBDRMCs, and create school emergency plans); training teachers in disaster preparedness, promoting peer and psychosocial support; engaging local communities to support teacher relocation, integration, and education recovery after disasters; etc.

A project implemented by...

ADPP Mozambique is a Mozambican non-governmental organisation working in the areas of quality education, health and well-being, sustainable agriculture and the environment.

ADPP believes that development is first and foremost about people, who, when empowered, increase their capabilities and become the driving force for change within their communities.

Funded by



Implemented by



Supported by





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. South Sudan is marked by very limited formal pre-service and in-service training opportunities, and many teachers in the target states have limited training in areas like inclusive education, gender mainstreaming, psycho-social support (PSS).

NAME

**Inclusive Teacher
Development (ITD) in South
Sudan**

**IMPLEMENTING PARTNER
YEI TEACHERS TRAINING
COLLEGE (YTTC)**

**PROJECT BUDGET
€ 889,000**

COUNTRIES OF IMPLEMENTATION

**South Sudan - Central
Equatorial State, Northern Bahr
el Ghazal State, Upper Nile
State**

**PROJECT DURATION
24 months**

Supporting teachers in crisis context

This initiative aims at enhancing teacher onboarding, retention, and career pathways in crisis contexts, and supporting professional development and well-being of teachers in affected environments

Over 2,550 teachers are targeted in primary education, and nearly 400 in secondary education, including 10% of teachers and stakeholders with disability. In turn, 12,000 learners and 2,000 community members will benefit from that program (60% female and 40% male).

Key activities include : building teacher skills & pedagogy (by training coaches, delivering inclusive CPD, integrating technology, and strengthening peer learning); providing psychosocial support, assessing mental health needs, and promoting wellness; advancing career development & gender inclusion; strengthening governance & community involvement in school management; etc.

A project implemented by...

Yei Teacher Training College was founded in 2001 to improve the quality of primary school teaching in South Sudan by offering comprehensive pre-service and in-service training courses.

The college has students from all ten states in South Sudan as well as the Nuba Mountains.

Funded by



Implemented by



Supported by





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.

NAME

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

IMPLEMENTING PARTNER

OXFAM

& Disabled Agency for Rehabilitation and Development (DARD);

Luigi Giussani Foundation (LGF)

PROJECT BUDGET

€ 888,000

COUNTRIES OF IMPLEMENTATION

South Sudan - Awerial, Wulu and Rumbek East, Lakes State

PROJECT DURATION

24 months

Supporting teachers in crisis context

The project "*Collaborative and Empowered: Supporting Teachers in Crisis Context in South Sudan*" focuses on addressing teacher shortages, high attrition, and inadequate professional development. It is implemented in Awerial, Wulu, and Rumbek East counties of Lakes State.

The project aims to strengthen teacher management, professional development, and governance while promoting gender equity. Building on the successful EU-funded BRiCE program, the initiative aligns with South Sudan's National Teacher Education Policy and targets improved learning outcomes for over 9,400 learners directly and 60,000 indirectly. With the introduction of the National Teacher Education Policy, the project seeks to enhance capacity through formal teacher training, Continuous Professional Development (CPD), mentoring, and peer-to-peer learning. Emphasis is placed on strengthening governance through PTAs, SMCs, and school leadership training.

A project implemented by...

Oxfam is working in South Sudan to deliver timely and effective humanitarian aid to help people affected by the conflict. Oxfam is currently supporting over 500,000 people with humanitarian assistance including clean water, hygiene facilities, food, fuel and income support.

Funded by



Implemented by



Supported by





A recent report from the Nigerian Union of Teachers (NUT) revealed the dire situation in public primary and secondary schools in Adamawa and Sokoto states. Many teachers are reportedly forced to leave due to fear of being kidnapped or killed. Moreover, those who remain are struggling to deliver qualitative instruction due to low capacity and the disturbing psychological challenges arising from the insecurity situation in these states.

NAME

Building Resilient Education Systems for Teachers in crisis contexts of Adamawa and Sokoto

IMPLEMENTING PARTNER

Plan International

PROJECT BUDGET

€ 888,889

COUNTRIES OF IMPLEMENTATION

Nigeria - Adamawa State (Michika, Fufere and Numanand), Sokoto State (Bodinga, Sokoto North, Tambuwal)

PROJECT DURATION

24 months

Supporting teachers in crisis context

Plan International will support teachers' work and strengthen the educational framework in crisis-affected environments by addressing teacher shortages and enhancing the professional development and personal well-being of teachers in pre-primary, primary and lower secondary education in crisis affected contexts of Adamawa and Sokoto States of Northern Nigeria.

There are over 3,000 direct beneficiaries of the program, including teachers, government officials, or community-based support units.

The project will impact 75,600 learners (children and adolescents, including those with disabilities) in pre-primary, primary and junior secondary schools who do not have access to quality, inclusive and gender-responsive education. It will indirectly reach a total of 1,227,863 people in Sokoto and 88,076 people in Adamawa state through these community-level initiatives (60% females and 40% males).

A project implemented by...

Plan International has been operating in Nigeria since 2014 to advance children's rights and equality for girls.

Their key areas of work include ensuring children continue their education in safety, reducing maternal and child mortality among marginalised and vulnerable women and girls, nutritional support for mothers and young children, and protecting children from violence.

Funded by



Implemented by



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