



PARALLEL SESSION 1a

Enhancing Teacher Well-Being, Job Satisfaction, and Professional Status















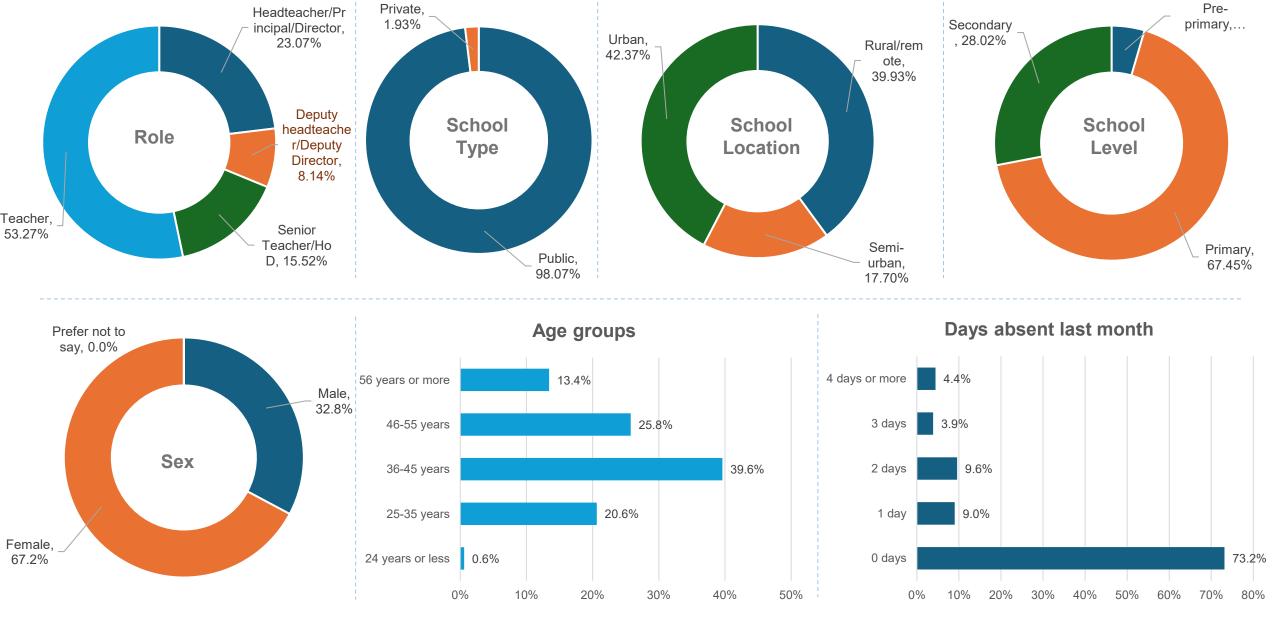
International Institute for Capacity Building

for Capacity Building in Africa

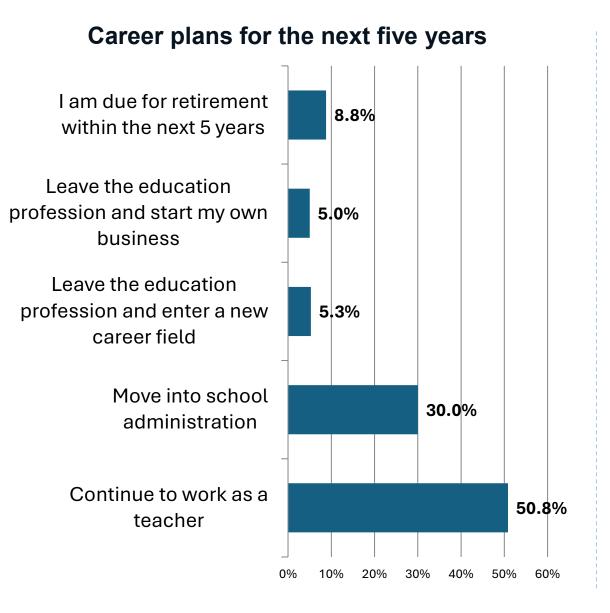


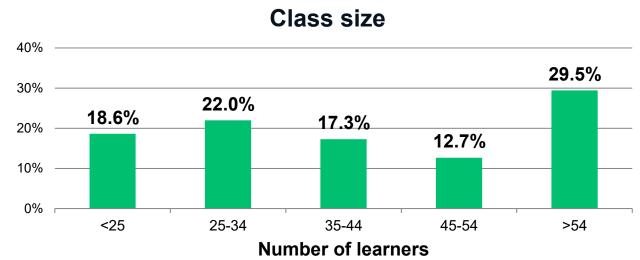
NIGERIA & GHANA: Teacher Job Satisfaction Survey Preliminary Results [Not for citation]

Nigeria: Background characteristics of the respondents (n=1,192)

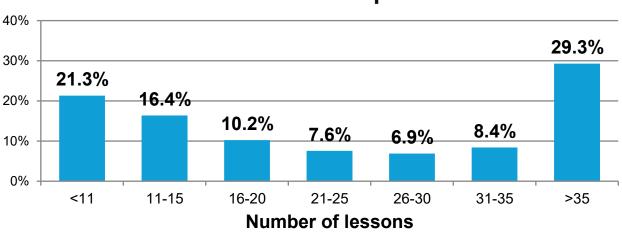


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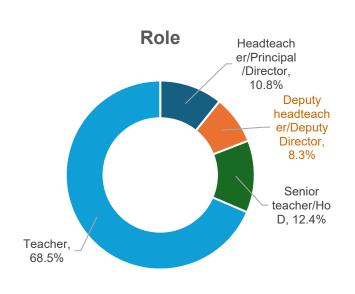


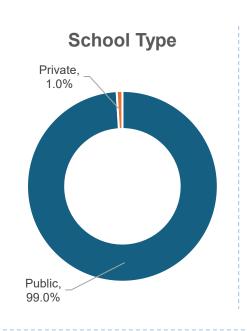


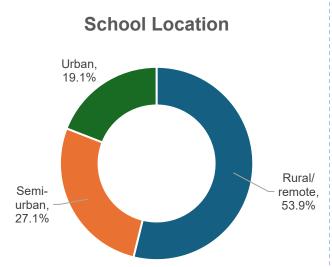


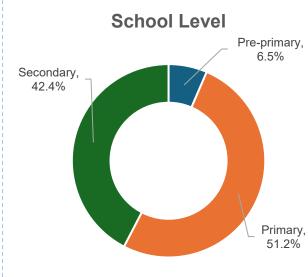


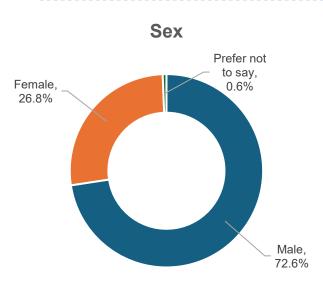
Ghana: Background characteristics of the respondents (n=1,456)

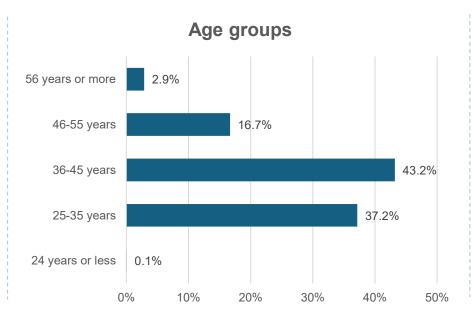


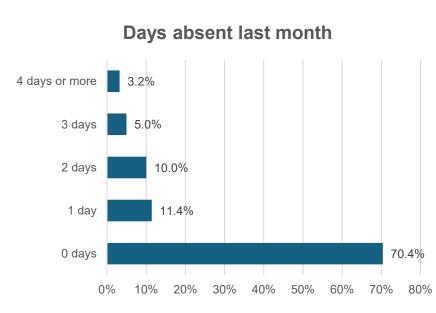




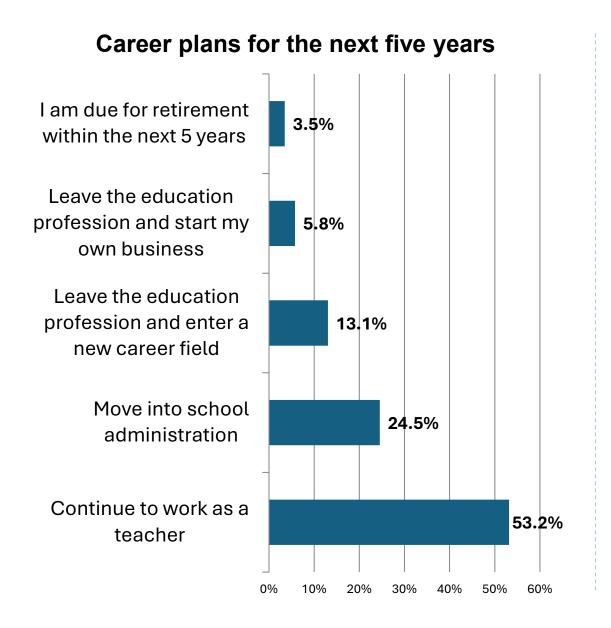


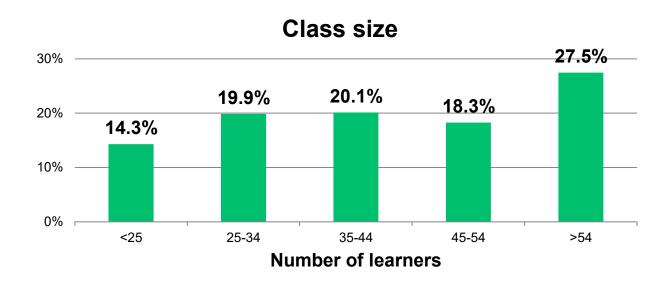


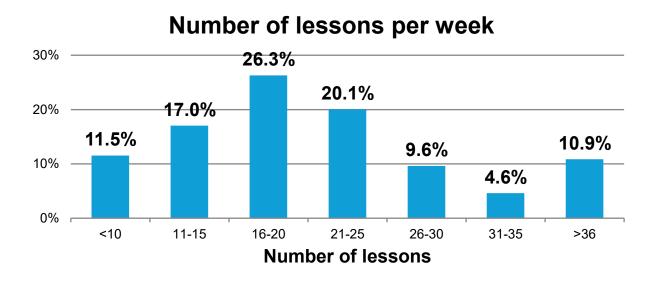




Ghana: Background characteristics of the respondents (n=1,456)





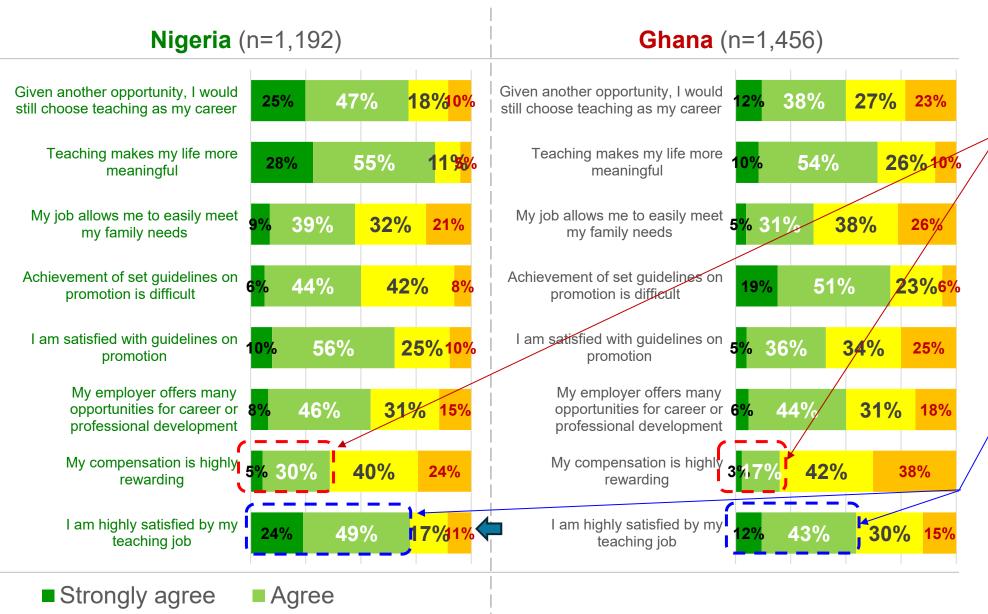


Teacher Job Satisfaction Issues

Teacher perceptions on their job satisfaction

Strongly disagree

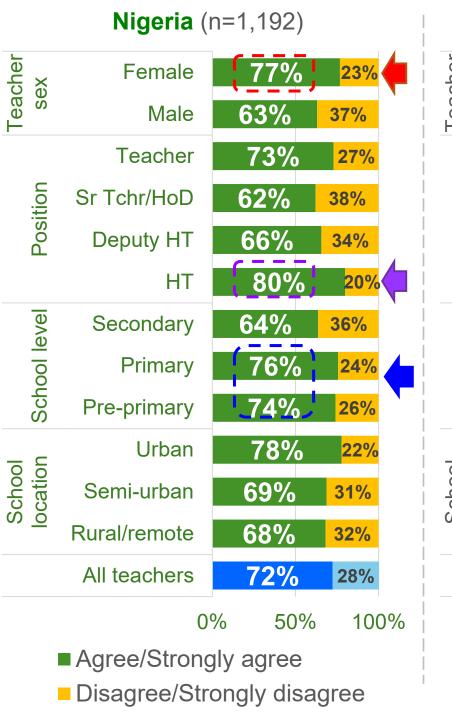
Disagree

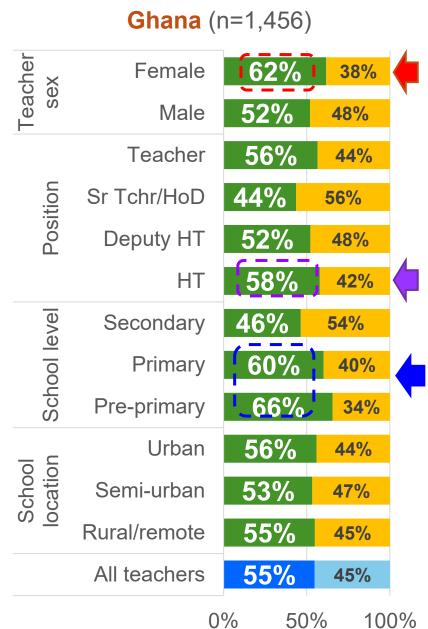


For both countries, only a small proportion of the teachers interviewed are happy with their job compensation...

... Nevertheless, many of the teachers agree or strongly agree to behighly satisfied with their jobs

... thus, apart from the renumeration, there are other factors involved in teacher job-satisfaction



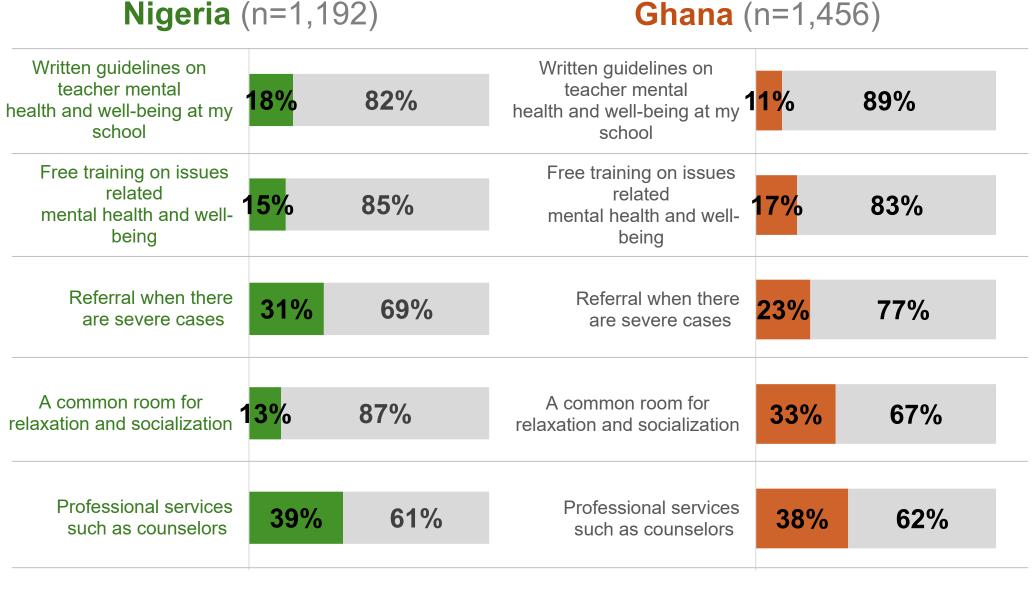


I am highly satisfied by my teaching job ...

In general, the levels of job satisfaction were better among female teachers, head teachers, pre- and primary school teachers, and to some extent, those teaching in schools located in urban areas

Teacher Well-being Issues

Available mechanism to support teachers on well-being issues



The availability
of support
mechanisms to
teachers on
issues related to
mental health
and well-being
seems to be **low**

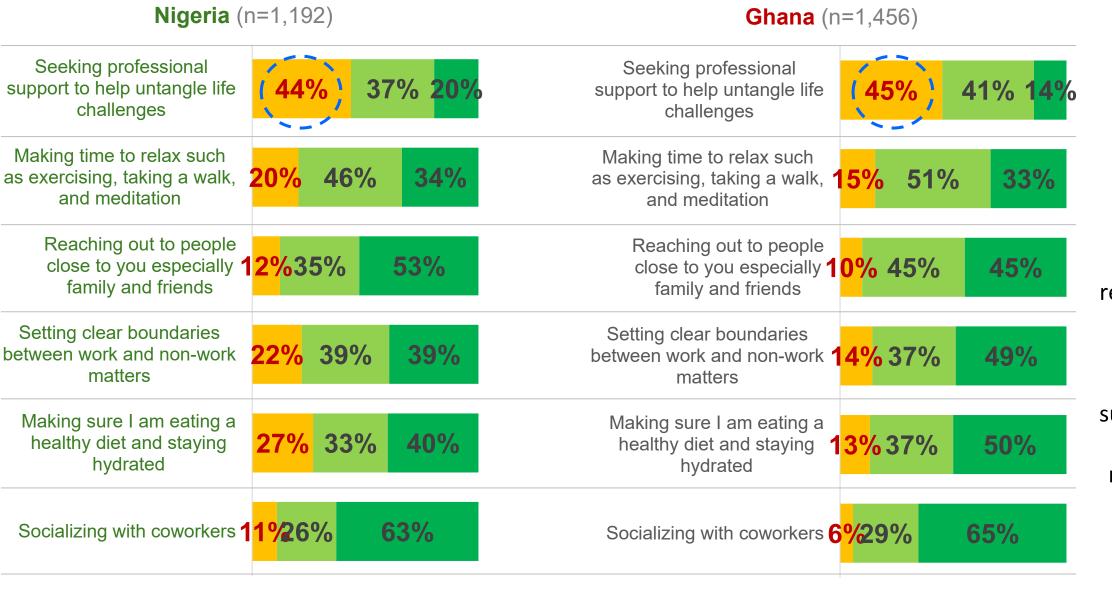
■ Available ■ N

Not Available

Available

Not Available

Some strategies being used by teachers to avoid work-related stress



■ Never/Rarely ■ Sometimes ■ Most of/All the time

About 4 in
every 10
teachers
reported never
or rarely
seeking
professional
support to deal
with workrelated stress

Level of participation in-service courses in the last 3 years

Apart from ICT issues, the levels CPD levels on these issues are generally low or very low, and more so on MHPSS

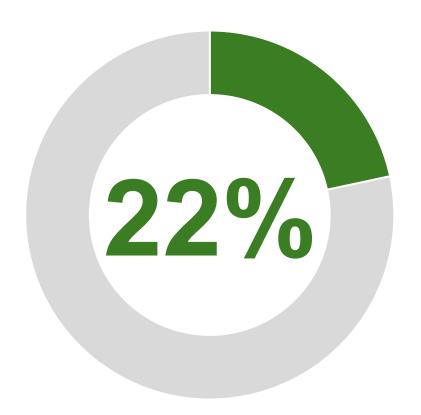
issues



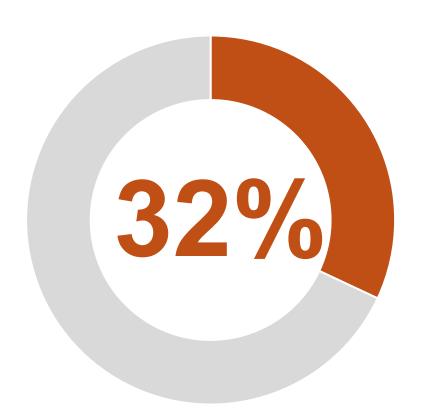


Level of participation in-service courses on MHPSS and well-being

Nigeria (n=1,192)



Ghana (n=1,456)



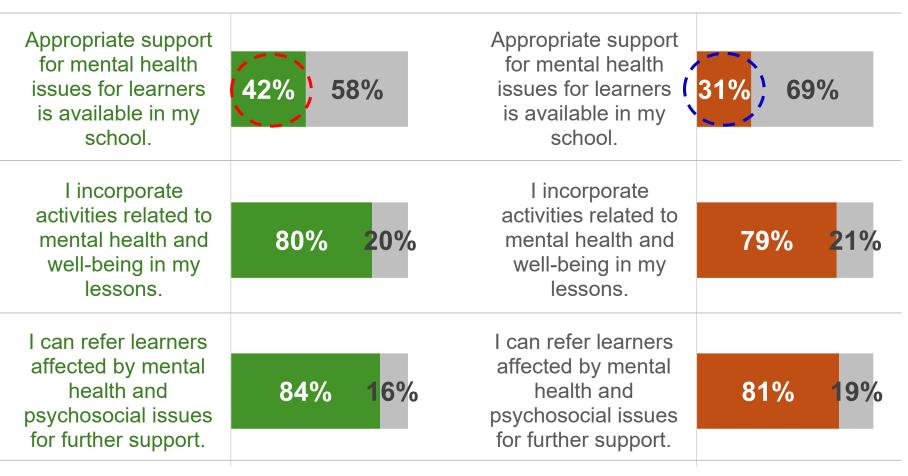
Only about one-third
(or less) of the
teachers reported
participating in-service
courses on MHPSS and
well-being issues in
the last 3 years



Support to learner mental health issues

Nigeria (n=1,192)

Ghana (n=1,456)

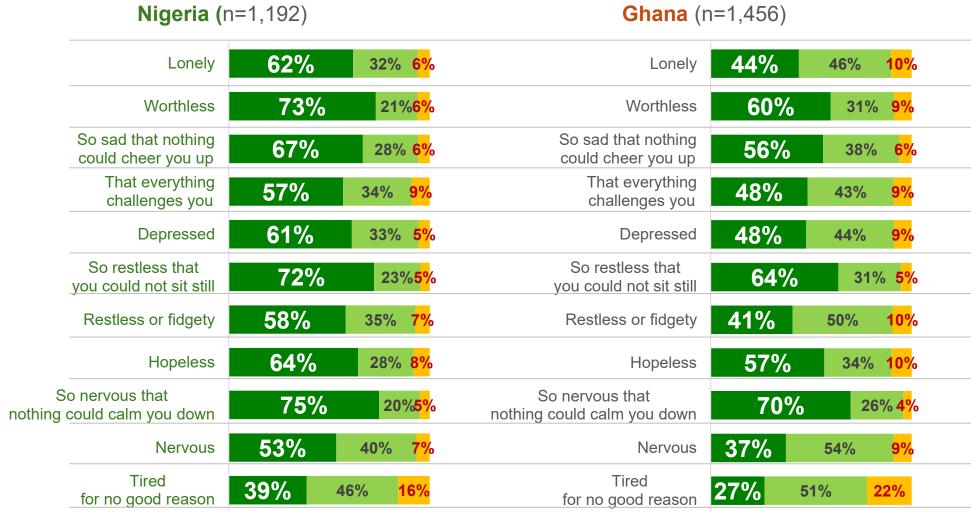


Less than **one-half** of these teachers reported availability of appropriate support for mental issues for learners in their schools

- Agree/Strongly agree
- Disagree/Strongly disagree

- Agree/Strongly agree
- Disagree/Strongly disagree

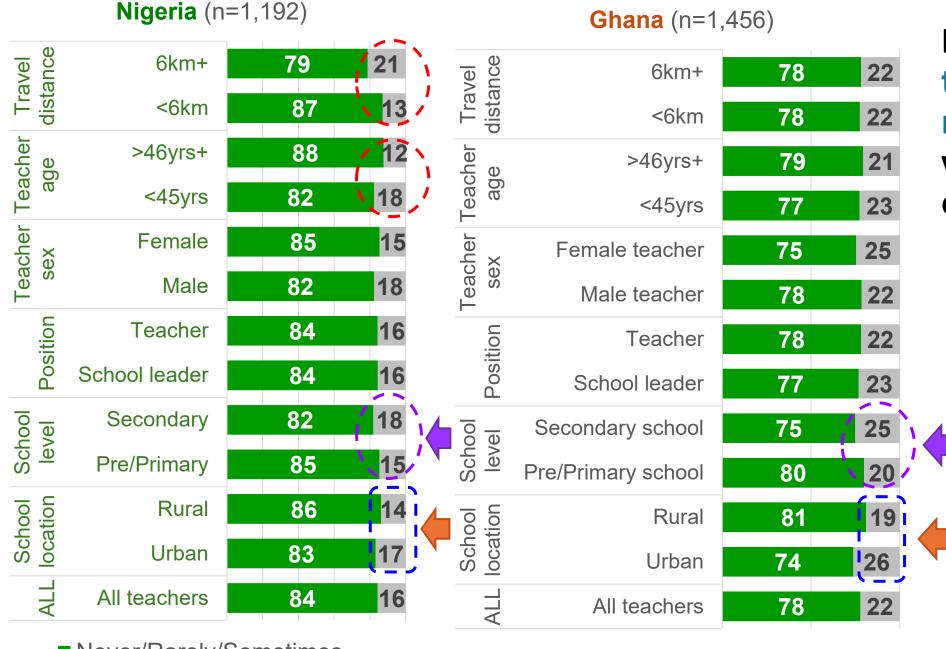
As a teacher, in the last 30 days, how often did you feel ...?



As it would be expected, levels of possible teacher distress symptoms were generally low ...

... but this does <u>not</u> mean there were <u>no</u> teachers experiencing significant distress issues!

- Never/Rarely
- Sometimes
- Most of/All the time



Levels of feeling tired for no good reason across various sub-groups of teachers

For both Nigeria and Ghana, the levels of feeling tired were marginally higher among teachers in urban areas, and those teaching in secondary schools

- Never/Rarely/Sometimes
- Most of the time/All the time

Thank you

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Is there a national framework on teacher continuous professional development in your country?

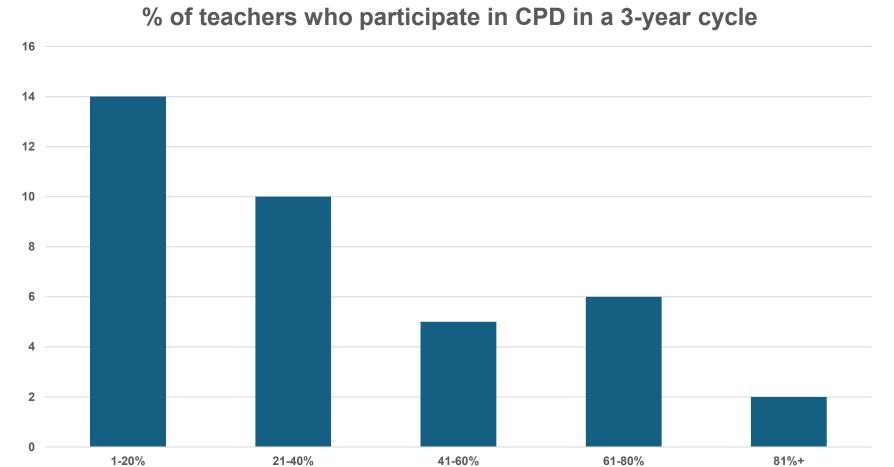
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Teachers?

for Capacity Building



There are CPD credits to be earned by participants		Teachers require CPD credits to advance in career stage				
Yes	No	Yes	No			
Ethiopia, Ghana, Kenya, Mauritius, CAR, Sierra Leone, South Africa (x5), Chad (x2), Uganda, Zambia (x3)	Botswana (x2), Burkina Faso, Cameroon (x3), Madagascar (x2), Mali (x2), Mauritania (x2), CAR, Seychelles (x2), Chad (x2),	Ghana, Mauritius, Sierra Leone, South Africa (x2), Chad (x2), Zambia	Angola, Botswana (x2), Burkina Faso, Cameroon (x3), Ethiopia, Kenya, Madagascar (x2), Mali (x2), Mauritania (x2), Morocco, Namibia (x2), CAR (x2), Seychelles (x2), South Africa (x3), Chad (x2), Uganda, Zambia (x2)			
17	19	8	30			
Total	36	Total	38			

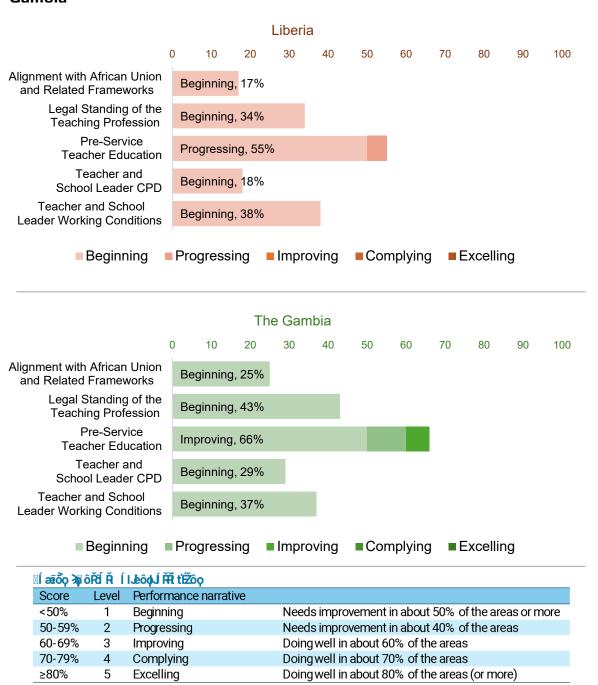


Only two respondents (from Angola and Botswana) report that most of their teachers get CPD training in three years.

Out of 37 responses, 14 respondents reported that only 1-20% of teachers participate in CPD in three years.



Evaluating Progress in the Implementation of National Standards and Competencies for Teachers and School Leaders: A Case Study of Liberia, Sierra Leone and The Gambia





Objective: To evaluate the progress in the implementation of national standards and competencies for teachers and school leaders.

Criteria for Evaluation: Five key criteria were assessed, covering (a) alignment with international frameworks, (b) legal standing of the teaching profession, (c) pre-service teacher education, (d) continuous professional development, and (e) teacher working conditions

Method: The evaluation process utilized a self-rating strategy through national stakeholder roundtable discussions to reach consensus on scores for each of the 105 selected indicator of progress.

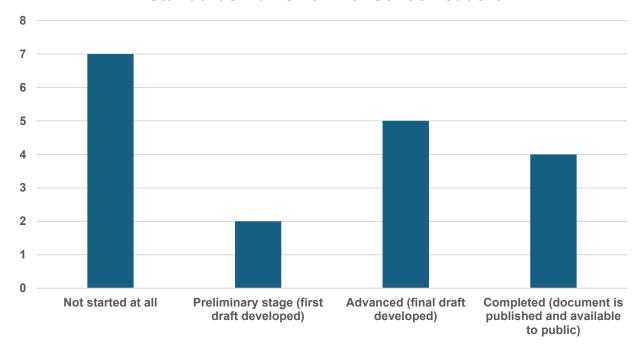
- Stakeholders awarded scores on a scale of 0-4 for the 105 indicators.
- For each of the five evaluation criteria, scores from the various indicators were converted to percentage scores.
- The performance narrative categorizes scores into five levels, from "Beginning" (<50%) to "Excelling" (≥80%) (see Table 1)

Shanghai FIT Project



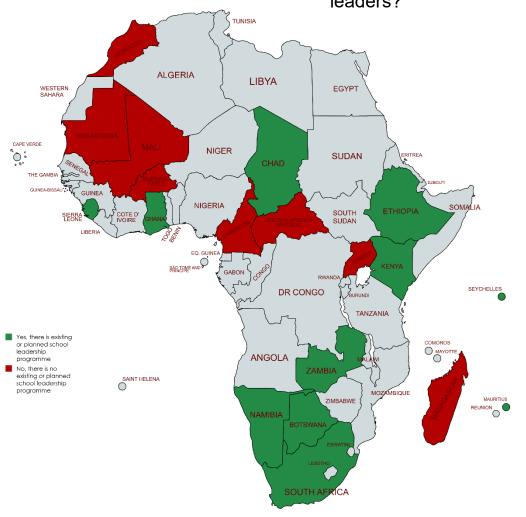


Status of developing a national competencies and standards framework for school leaders



Among the 18 countries where responses were received, 7 do not at all have a national framework for school leaders, while 9 have either a finalized draft or a published document

Is there an existing or planned National School Leadership Programme for school leaders?







Transforming lives in Africa through research.

An Evaluation of Teachers Mental Wellbeing in Foundational Grades in Kenya

Presented at

Educators Shaping Futures Conference
November 3–4, 2025, Addis Ababa, Ethiopia

Authors: Fridah Kiambati, Symon Kariuki, Endale Kabede, Nelson Muhia, Wendyjoy Gitari, Amani Karisa, Zakayo Wanjihia, Moses Ngware

Introduction



- The mental health of teachers in foundational grades directly influences the quality of the learning environment and learners' social, emotional, and academic outcomes.
- Occupational stressors that affect teachers' mental health: excessive workload, long hours, large classroom size, inadequate teacher preparation, poor working conditions, role conflict, and lack of resources (Farley & Chamberlain, 2021; Ratanasiripong et al., 2022)
- Teachers with high levels of anxiety and depressive disorders are unable to create a productive classroom learning environment (Quilette et al, 2018; Fedewa, 2022)
- Teachers with better mental well-being can model self-regulation, employ effective instructional and classroom management strategies, and foster secure and healthy teacher-learner relationships (Kwon et al., 2020; Wiltshire, 2023).

Methodology



- Explorative mental health survey conducted in 200 public primary schools across 11 counties in Kenya.
- It was part of a study on how teachers in foundational learning acquire behavioral performance, with mental health as a school-level factor.
- 221 grade 2 teachers selected proportionately from each school participated in the mental health survey.
- Standardized anxiety (Generalized Anxiety Disorder (GAD)-7) and Depression (Patient Health Questionnaire (PHQ)-9), consisting of 7 and 9 items respectively were used.
- An Exploratory Factor Analysis (EFA) was conducted using maximum likelihood extraction on 16 items measuring self-reported anxiety and depression symptoms among teachers.

Findings: Teachers' Anxiety and Depression scores (Overall and by Gender)



Anxiety Categories	Percent	
Minimal anxiety	67.9	
Mild anxiety	23.6	
Moderate anxiety	6.8	
Severe anxiety	1.8	

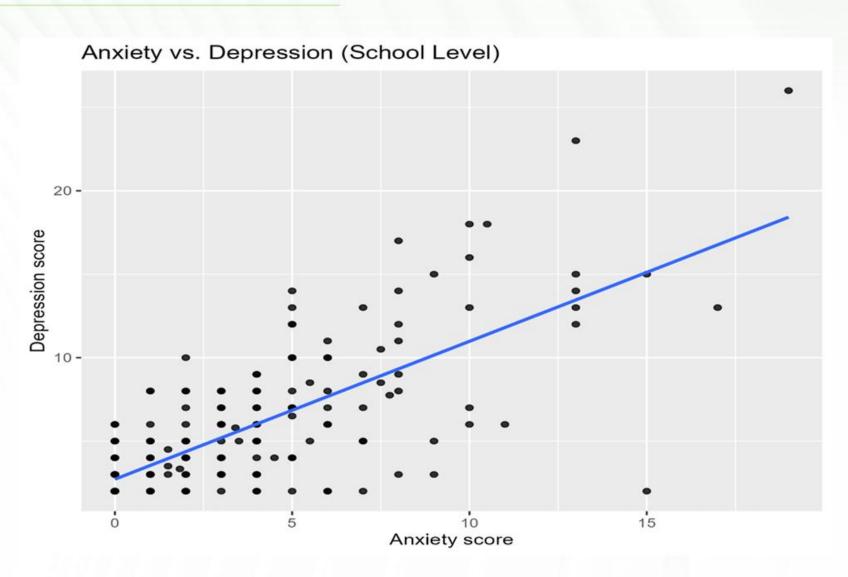
Depression Categories	Percent
Depression unlikely	53.4
Mild depression	29.4
Moderate depression	12.2
Moderately severe depression	4.1
Severe depression	0.9

Sex	Anxiety	Depression
Male	13.04%	19.57%
Female	7.51%	16.76%
Overall	8.68	17.35%

Anxiety and Depression scales measured Mental Health construct

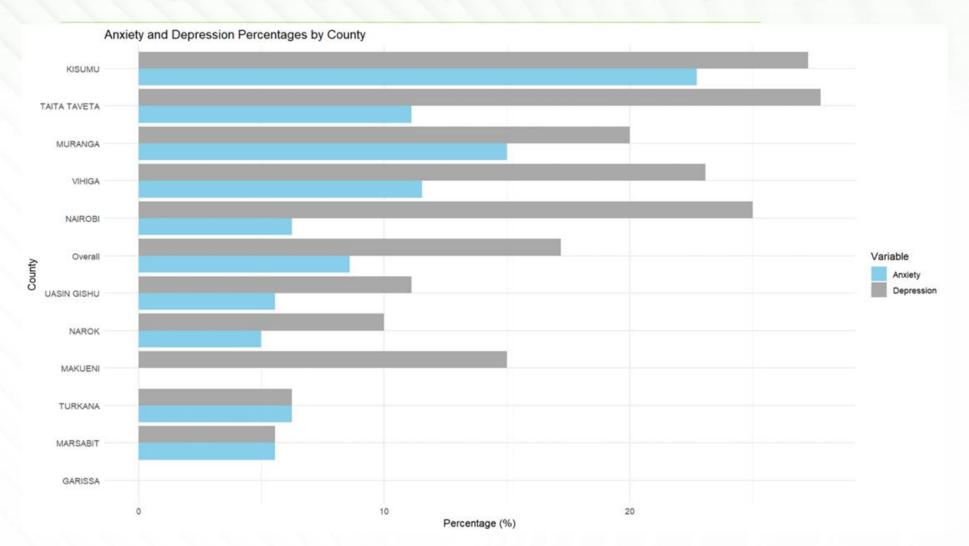


- Internal consistency
 - Anxiety construct Cronbach's α = 0.79
 - Depression
 Cronbach's α = 0.84
 - Combined $\alpha = 0.898$ (high reliability)
- Anxiety and Depression are related measures



Findings: Anxiety and Depression scores by County

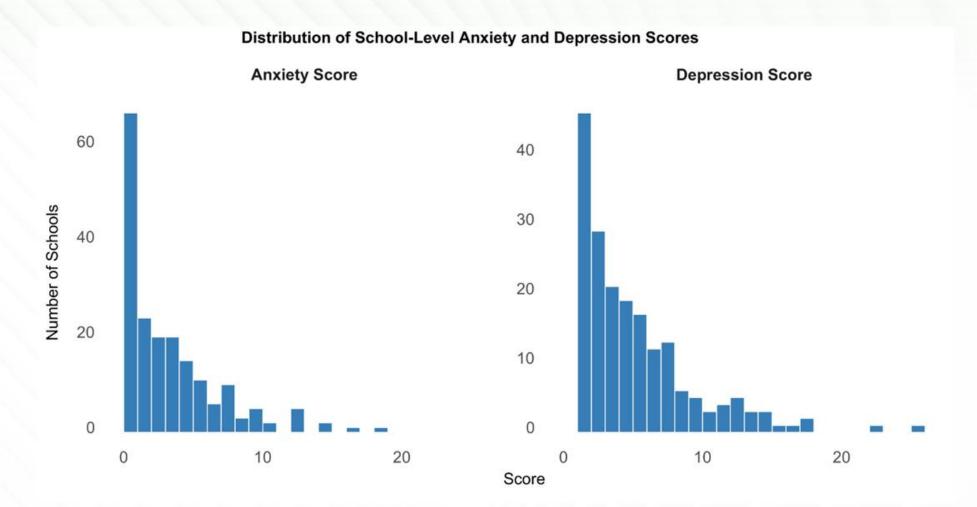




- Mental health burden is not evenly distributed.
- Kisumu stands out with the highest average depression and anxiety levels.
- Garissa, in contrast, reports the lowest.
- These differences motivate a countylevel exploration of underlying school and contextual characteristics.

Distribution of School-Level Mental Health Scores



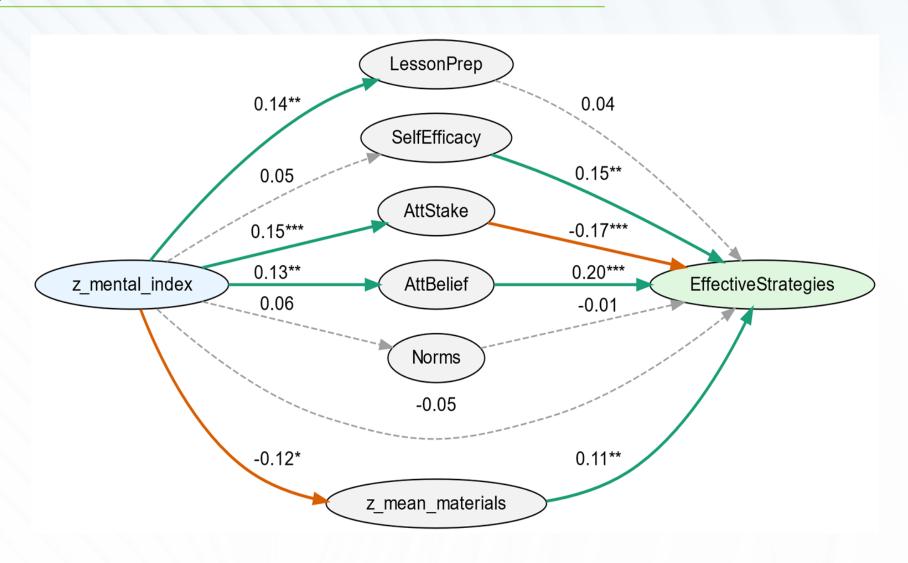


- Across all schools, both depression and anxiety scores show wide dispersion and strong right-skew.
- While many schools report low scores, a significant number report severe levels, with scores reaching 19 for anxiety and 26 for depression.

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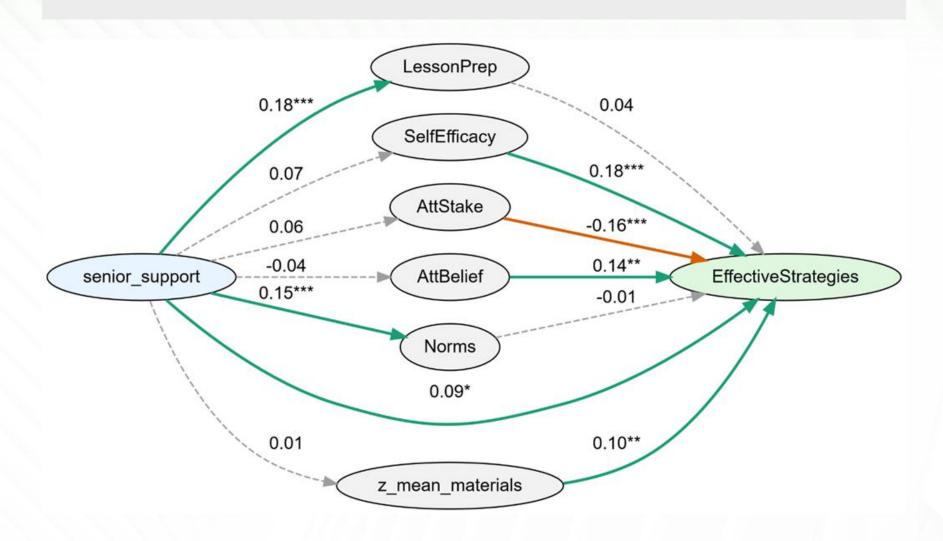
Findings: Direct and indirect effect of mental health on effective teaching strategies





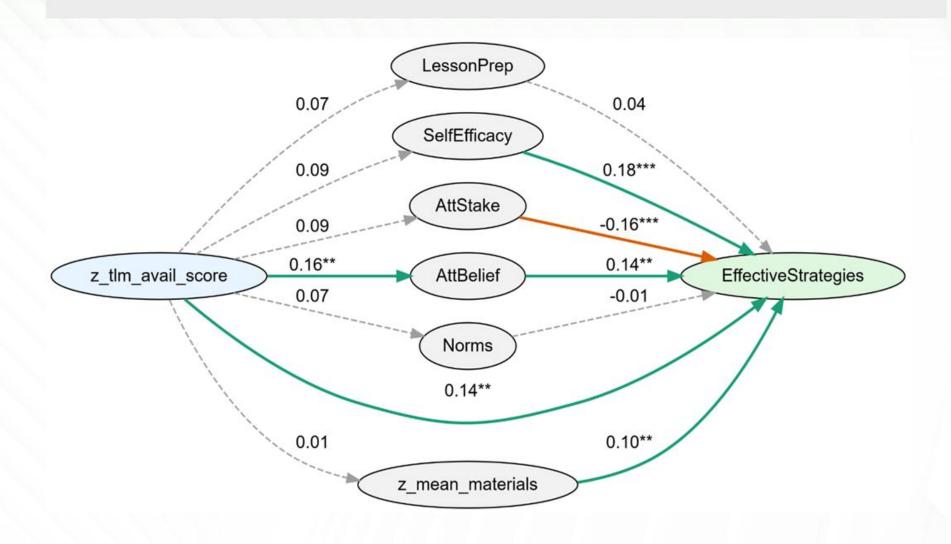
Senior support (Direct effect:0.089* (0.054)





Availability of TLM(Direct effect: 0.142* (0.057)





Conclusion and recommendations



- Findings from this exploratory study, suggest that mental health problems are as common in Kenyan teachers as in other settings.
- This calls for further reflection on how well teachers are supported during their teaching profession.
- A teacher may be well prepared and qualified but may require continuous support at classroom level, school level and beyond to enhance their mental well being, and to advance students learning.
- The study thus recommends:
 - Prioritization of teacher well-being in the education sector strategic plans, school level planning, and design of evidence-based teacher well-being strategies and interventions.
 - Introduction of mental health support services such as literacy programs to strengthen teachers' knowledge and capacity in promoting their own wellbeing and that of their learners



African Population and Health Research Center

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THANK YOU









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Teacher Well-being and Satisfaction in Refugee and Host Community PlayMatters project schools of the Somali Region, Ethiopia

Educators Shaping Futures
Knowledge Exchange,
Addis Ababa,
November 3 and 4.
Ethiopia

NOTES

This presentation was extracted from PlayMatters project implementation study in Somali Regional State, Ethiopia.



PlayMatters Ethiopia Implementation Research Findings

Abraha Asfaw, Addis Ababa University Kassa Michael, Addis Ababa University Silvia Diazgranados-Ferrans, IRC



- Goal: Improved holistic learning and wellbeing for 800,000 children ages 3-12+ in refugee and host communities
- Approach: Strengthening refugee and refugee-hosting education systems' capacity to train and support pre-primary and primary school teachers to use "<u>Learning through</u> <u>Play</u>" as an active teaching and learning method
- Duration: 2020–2026



In partnership with













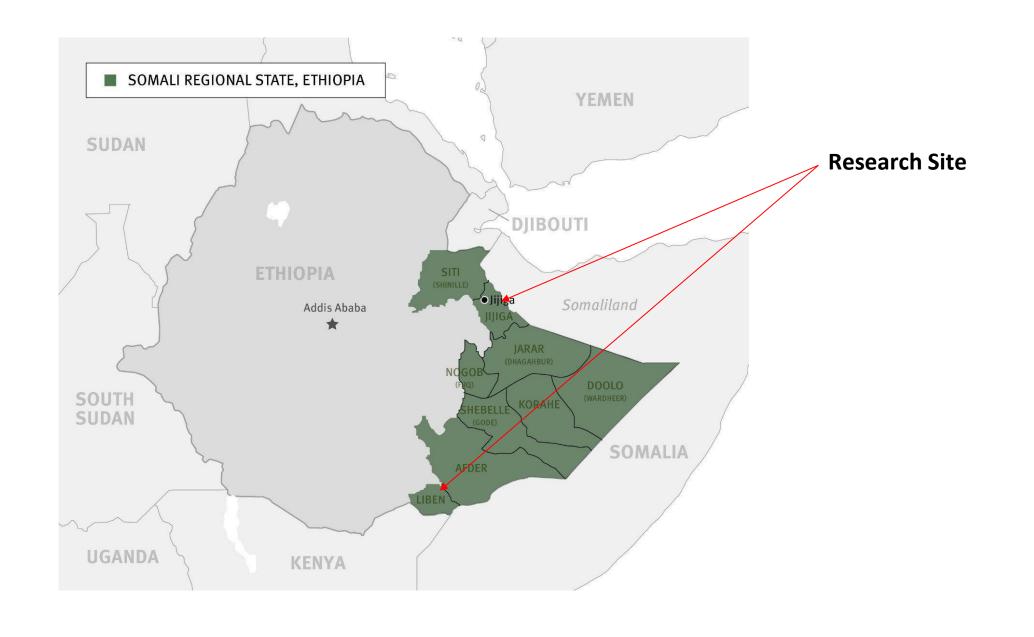




Why this Talk?

 Share results from part of PMs – teachers' wellbeing & Satisfaction

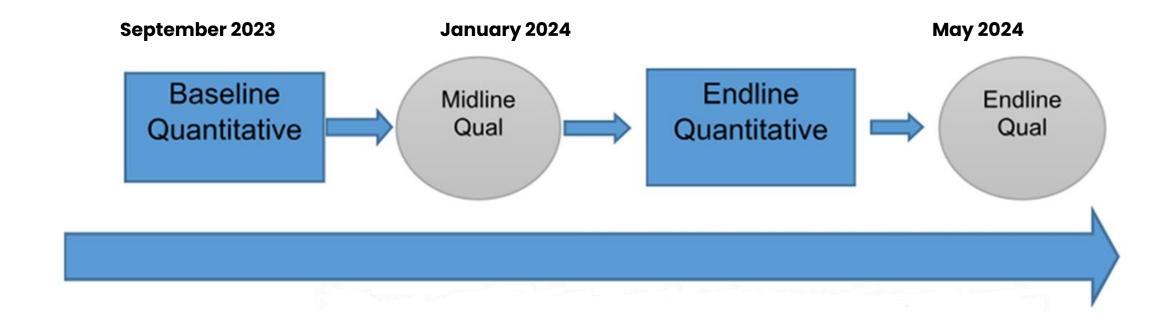
Learn from feedback, and Q&A



Scale Effectiveness Research Implementation Research Rigorously Design measure impact and build Research Pilot interventions, evidence of costtest theories of **Formative** effectiveness change and build Research Generate and evidence of costprototype efficiency solutions Identify problems and existing practices

Research Design

Mixed-methods Sequential Design





Research Tools

QUANTITATIVE

- Headteacher survey and KII
- 2. Classroom observation tool
 - **C.** Time on task, Materials available and used, quality of the learning environments
 - D. Teacher Instructional Practices, Classroom Management Practices, Student Engagement
- 3. Teacher survey
 - a. TSES scale (self-efficacy) and attitudes towards LtP
 - **D.** ASSETS (Wellbeing, motivation, support from administration, peer collaboration)
 - C. Sources of stress

All tools have shown good levels of reliability

QUALITATIVE

- 1. Teacher FGD
- 2. ToT FGD
- 3. Head Teacher interview
- 4. Cluster supervisor interview
- 5. System actor interview (REB + WEO)
- 6. IRC interview



The PlayMatters Theory of Change posits that...

- •If school leadership supports and incentivizes the use of LtP methods...
- •If teaching and learning materials that support inclusive LtP are available...
- •If school environments meet minimum quality and inclusion standards...

THEN...

Educators' skills, motivations, and resources are harnessed to implement LtP in the classroom, benefiting their psychological wellbeing.



FINDINGS: Implementation Fidelity and outcomes

- PlayMatters' activities are at school level were delivered with high fidelity
- The introduction of LtP is perceived by stakeholders to have positive impacts on educators' capacities and well being
- Participants also believe in LtP's effect on students' motivation, reduced absenteeism and high engagement in learning tasks

"Prviously students were not active participants. Now they are interested to participate and learn together, even teachers don't get bored rather they are motivated to stay in class" (A Head Teacher).



FINDINGS: Implementation Fidelity and outcomes

- •Clarity and acceptance of play-based learning is improving from time to time because of capacity building schemes and experiences.
- ●LtP is well aligned with regional policies, practices, and endeavors an input to leverage sustainability and scalability
- Schools started addressing challenges of LtP implementation on their own capacity

"At the beginning, we did not believe how play and learning go together; after we got training and tried it in practice, we started realizing that it is possible to integrate learning and play" (FGD participant teachers).



FINDINGS: challenges

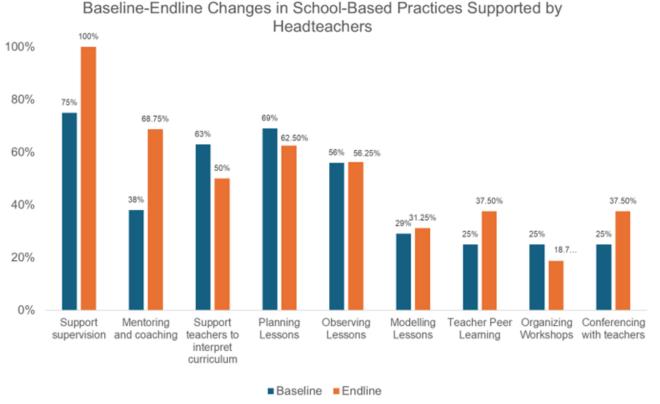
• There is a move from practicing to addressing challenges from improved teacher skills and satisfaction.

Examples:

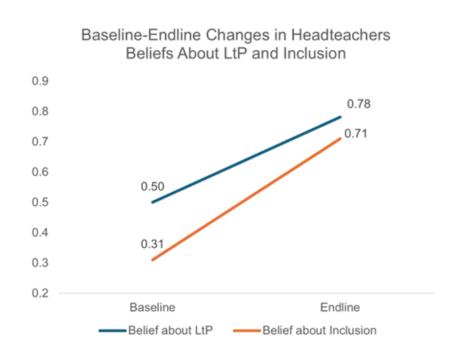
Challenges	Mitigation strategies		
Inclusion (addressing children with different needs, including gender)	Use need based playful activities		
Scarcity of materials	Use of locally available materials; Body parts and classroom objects		
Large class size	Using group-based playful activities		
Integrating LtP into lessons (especially with new teachers to the LtP)	Sharing experience with peers; initiating discussions in Learning circles		



Findings: Changes in Head Teachers

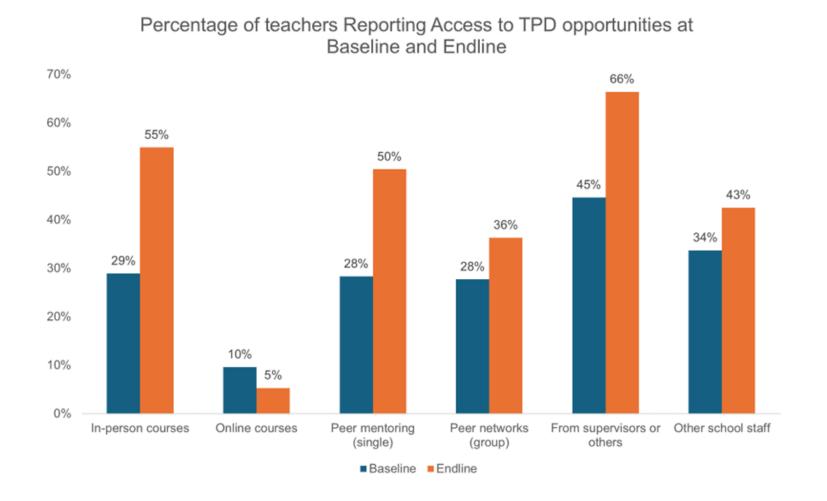


Positive and statistically significant increases in in supportive supervision, mentoring and coaching, encouraging teacher peer learning, and conferencing with teachers. Statistically significant decrease in support to teachers to interpret the curriculum and planning lessons.



We observe positive and statistically significant changes in headteachers supportive attitudes towards LtP and inclusion

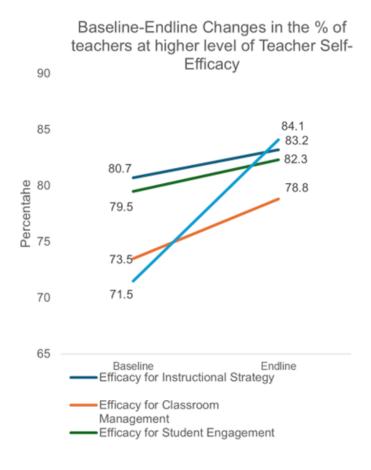
Findings: Changes in Teacher Professional Development

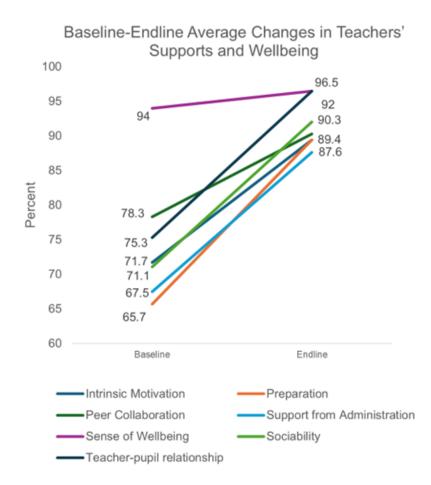


PlayMatters ToC posits that providing TPD opportunities will improve teacher instructional practices.

We observe improvements in access to 5 types of TPD, 3 of which are statistically significant (in-person courses, individual peer mentoring, and coaching by supervisors). We observe a significant decrease in online courses.

Findings: Changes in Teacher Attitudes Towards LtP

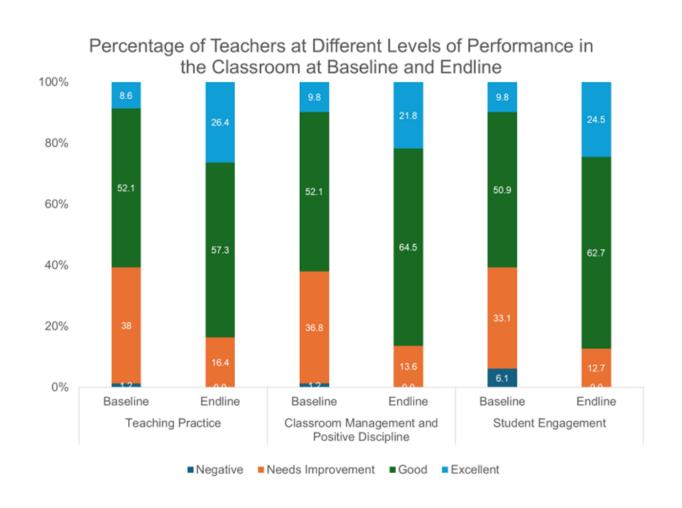




The ToC of PlayMatters posits that educators' skills, motivation and resources can be harness to implement LtP activities.

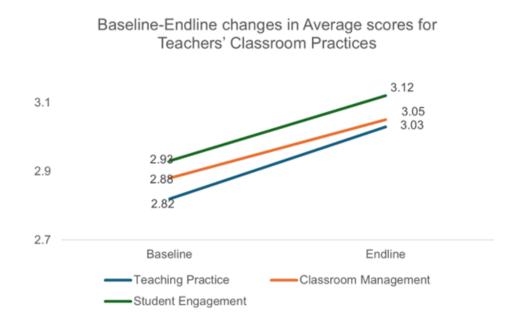
We observe improvements in teachers self-efficacy, ability to implement LtP strategies, motivation, peer collaboration, preparation, support from administration, sociability and teacher-pupil relationships. No significant improvements in sense of wellbeing, as this was already high at baseline.

Findings: Changes in Teacher Instructional Practice



The ToC of PlayMatters posits that active learning instructional practices and positive discipline can improve children's engagement and holistic learning outcomes.

We find positive and statistically significant improvements in teachers' instructional practices, classroom management practices and student engagement.



Hart/Dafara				Std.	Std. Error			_
Host/Refugee		N	Mean	Deviation			df	sig
Efficacy for instructional Strategy	Refugee	59	3.14	0.55	0.07	-0.269	148.003	0.788
	Host	107	3.17	0.73	0.07			
Efficacy for classroom Behavior	Refugee	59	3.16	0.46	0.06	1.085	161.067	0.280
	Host	107	3.06	0.73	0.07			
Efficacy for student engagement	Refugee	59	3.16	0.42	0.06	-0.460	162.069	0.646
, 55	Host	107	3.20	0.69	0.07			
Implementation of LtP	Refugee	59	2.89	0.68	0.09	-1.336	164	0.183
	Host	107	3.05	0.78	0.08			
Intrinsic Motivation	Refugee	59	3.83	0.44	0.06	-4.128	164	0.000
	Host	107	4.15	0.49	0.05			
Teacher preparation	Refugee	59	3.89	0.53	0.07	-1.225	149.197	0.223
' '	Host	107	4.01	0.71	0.07			
Peer collaboration	Refugee	59	4.14	0.58	0.08	0.026	164	0.980
	Host	107	4.14	0.69	0.07			
Support from Administration	Refugee	59	3.97	0.5 I	0.07	0.425	158.596	0.671
••	Host	107	3.93	0.77	0.07			
Sense of wellbeing	Refugee	59	4.44	0.52	0.07	-2.236	164	0.027
ŭ	Host	107	4.62	0.48	0.05			
Sociability	Refugee	59	3.99	0.58	0.08	-1.052	164	0.294
,	Host	107	4.09	0.58	0.06			
Teacher Pupil Relations	Refugee	59	4.07	0.51	0.07	0.605	140.908	0.546
	Host	107	4.02	0.63	0.06			
Teacher Stress	Refugee	59	1.62	0.79	0.10	0.211	146.152	0.833
	Host	107	1.59	1.02	0.10			

Lessons Learnt

There is an overall improvement from baseline to endline in all the teacher-related measures,

At the endline, the difference in all variables was not statistically significant showing attainment in both refugee and host community teachers.

However, there was a significant difference between refugee and host community teachers in Intrinsic Motivation and Sense of well-being, both favoring host community teachers.

This leaves us with the lesson: Refugee teachers need further intervention to improve their motivation and well-being

Conclusion

Teachers are key for change in learning

 Teacher training and professional development should be rooted in their realities, be responsive to teachers' needs and those of their communities

Programs like PlayMatters have proven to endure challenges and improve teachers' motivation, attitudes, collaboration, preparation, sociability, and relationships, which further influence satisfaction, instructional efficacy, class management, and student engagement.



Thank You!





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"Leave Your Stress at the School Gate:" Exploring Teacher Well-Being in Garissa and Turkana Refugee Communities in Kenya

TeachWell Voices & TeachWell Unlocking Playful Learning

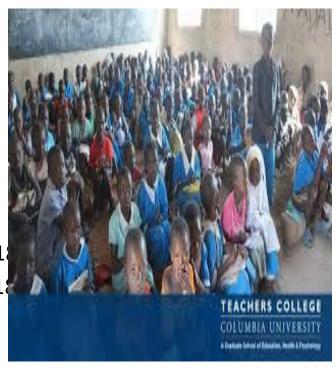
Lydia Namatende-Sakwa (PhD)

African Population and Health Research Center

Nairobi, Kenya

Background

- 43.4 million people globally live as refugee and asylum seekers (UNHCR, 2024)
- 40% are school-aged children & youth
- Hosted in countries with inadequate resources (Falk et al., 2019)
- Education provides for cognitive & psycho-social development of these children
- Teachers are instrumental for safe & support in such contexts (Mendenhall, 2017)
- Yet these teachers need psychosocial support (MHPSS) (McCallum et al., 2017)
- Female teachers disproportionately affected (GBV, insecurity, norms (Frisoli & Smiley, 201
- Teachers especially need support to address emotional challenges (Mendenhall et al., 2018)



Context

 Kenya is a host country to one of the largest refugee populations in Africa (UNHCR, Kenya-Statistics-Package-March-2025)

Population	Children	Origin	Sites
843,000	52% >17 Y	DRC (7.6%), Ethiopia (5.1%), Burundi (3.1%), Sudan (1.5%), Uganda (0.5%),	Garissa-Dadaab (50.7%) Turkana-Kakuma (40%); Urban areas (36.%) Urban (13.3%)

- Host communities-Informal settlements: cholera, measles due to poor
 WASH
- Kenya is signatory to international, regional, national commitments
- Djibouti Declaration (2017), Shirika plan (2025)
- -Protection to refugees—the right to education (Mendenhall et al., 2025).
- -Access to CBC despite refugee schools in segregated camps
- -Rights of refugee teachers: certification, training, salary alignment, parity
- However, implementation remains a challenge (Mendenhall & Falk, 2023).

Purpose

To establish the status of teacher well-being within refugee camps and refugee hosting communities in Kenya, to inform teacher professional development & policy advocacy towards teacher well-being.

Objectives

- i) Assess the status of teacher well-being in refugee camp and host community schools in Turkana and Garissa, and how it varies by gender and other demographic characteristics.
- ii) Establish factors that influence teacher well-being in refugee camps and host community schools in Turkana and Garissa, and how it varies by gender and other demographic characteristics.
- iii) Identify existing mechanisms for supporting teacher well-being in refugee camp and host community schools in Turkana and Garissa.
- iv) Establish to what extent teachers in refugee camps and host community schools in Turkana and Garissa feel prepared to support teacher and learner well-being.

Research Design, Sampling & Data Collection Methods

Quantitative sample size

Research Design

- Cross-sectional concurrent mixed methods approach
- Stratified cluster sampling
- 4 strata: location (Garissa & Turkana); school type (refugee and host community)
- School selection using Probability Proportional to Size
- Total sample size set at 1000 teachers

Method

Survey with teachers

Qualitative sample

- Purposive sampling—saturation
- 12 camp schools (6-Dadaab & 6-Kakuma)
- 6 host community schools (3 Garissa & 3 Turkana)
- Total of 18 schools
- Total of 98 respondents

Method

- In-depth interviews: teachers-18
- FGDs: female teachers-36
- FGDs: male teachers-24
- Key informant interviews: heads of institutions-12
- Key informant interviews: policy actors-8

Data Analysis and Ethical Considerations

Qualitative

- Thematic analysis
- Triangulation
- Peer review
- Member checking
- Thick description
- Audit trail

Gender Considerations

- Intersectionality
- Team composition
- Gender norms
- Gender disaggregation data

Knowledge Translation and Uptake

- Research –technical report, journal article, conference paper
- Policy-Policy brief
- Learning-blog, op ed
- Media-Webinar

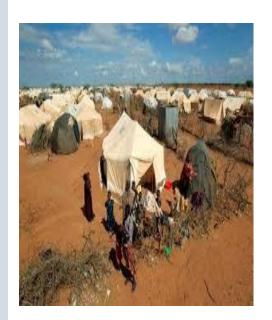
Sampled Teacher Profiles: Garissa & Turkana (PEA, 2024)

Profiles	Dadaab	Kakuma	Total			
Age						
25 yrs and below	23.8%	37%	30.7%			
26 – 30 yrs	53.2%	42%	47.3%			
31 yrs. and above	23%	21%	22%			
Gender						
Male	77%	81.2%	79.2%			
Female	23%	18.8%	20.8%			
Status						
Refugee teacher - Trained and Licensed	15.1%	15.9%	15.5%			
Refugee teacher - Untrained and Unlicensed	73.8%	50.7%	61.7%			
National teacher - Trained and Licensed	4.8%	18.1%	11.7%			
National teacher - Untrained and Unlicensed	6.3%	15.2%	11%			
Teaching Experience						
Less than 1 year	15.1%	18.1%	16.7%			
1-3 years	38.9%	51.4%	45.5%			
4-6 years	20.6%	17.4%	18.9%			

Professional and economic stressors

- Low pay and temporary contracts
- Few promotions or recognition
- Encampment, mobility & networking
- Training, professional exchange, certification
- Inadequate resources for CBC

- "All teachers have thought of leaving the profession."
- "Like the head teacher embarrassing you in front of the class...this causes learners not to respect the teacher."
- "For me, it's the salary—too much work: lesson plans, schemes of work, marking children, and the salary is too small."
- "I stay coz l've no other way...everyone is relying on you...give your parents something. I have hope one day l'll be out!"
- "When I am leaving this, where will I start—causes you to stay and earn the little you can."



Teaching-learning conditions

- Overcrowded classes
- Diverse learner needs
- Semipermanent structures
- Security & safety
- language barrier
- Disability support

- "The numbers are too big...the space is squeezed...you cannot move to see individual work—you can be handling 80 alone—we have never handled a class less than 55."
- "Our classes have mixed ages, backgrounds, languages, traumas, abilities, genders—and we must teach all. It is difficult "
- "Lower classes sit in a tent—we do not have physical classes—we have streams from A-F...congestion is definitely there."
- "There was a case when a learner threw stones at a teacher and words used—which I can't even repeat here—the teacher was shopping—out there they badmouth you and throw stones at you—they are in the communities in which we live."
- "I feel safe at school, but not in the community—on the way home, or while travelling to school, children call your name and when you respond, they throw stones at you."
- "Some do not know English or Kiswahili—so when you are teaching, it is as if you are talking to yourself."
- "Generally, the social amenities for those who are disabled are not there—the amenities are for learners—we have toilets and ramps, but for only the children."



Gendered dimensions of teacher well-being

Female teachers' distinct challenges:

- Sanitary facilities
- Sexual harassment
- Safety
- Leadership/ decisionmaking
- Domestic & maternity support

"In mine too—teachers share toilets with the learners—there is no privacy that I am a teacher—boys, girls, and teachers using the same toilets."

"In mine, there are only 2 toilets...we share 29 teachers—it is hard for female teachers—they get infections...we do not even have a change room"

"Yes, and male teachers want you forcefully—without consent."

"The indiscipline—especially the big boys—they show it mainly to the female teachers—they will not follow instructions from a female teacher, and yet they fear the male teachers."

"Men think they are the natural born leaders—they make decisions some of which concern us—even the deputy teacher, who is a female, never knows about anything—the three male teachers leading the school sit and decide and then they come and tell us what to do—we have no voice."

"There are no rooms where you can come with your young one to lactate—in fact, you are not allowed to come with any children to the school."

"I have been lucky to attend trainings with my child, but the concentration is low—it's a challenge to attend a training with a child."



Gendered dimensions of teacher well-being

- Training opportunities privileged male teachers
- Cultural & mobility restrictions
- Restrictions around dressing

"Men are privileged in training—there are female teachers who have never gone to even one training, and yet there are males who have been to all—men can get boda-boda very quickly and get there...us we have to take tuk-tuk, which takes time."

"As a Christian woman teaching here, I cover my head and wear long dresses, not because I want...it's what the community expects. If you don't, parents complain, and students undermine you."

Male teachers were most strained by:

- Financial responsibilities
- Debt or substance abuse

*Gender-differentiated risks to teacher well-being.

Parental support

- Negative parental attitudes
- Disrespect for teachers
- Strain relationships with learners

- "When the parents come, there is that language barrier—the relationship with parents is not good because there is no communication—even when we call meetings, like one time no one came."
- "And then parents just come inside the classroom and start speaking in Somali, and they just enter class and start speaking loudly—they do not respect the teachers."
- "It is hard to discipline—if you cane the child, the parent will come to school and the head teacher will call you to explain—like last year a teacher beat up a child who got a dislocation and is still treating the child—paying hospital bills from last year."



Coping strategies: "Leave your stress at the Gate"



"Leave your stress at the school gate" reflects:

- Absence of mental health support for teachers
- Limited training& self care
- Weak leadership& accountability
- Vague policy guidance

Personal coping:

- **Friendships**: "I turn to my friend and explain to her."
- Activities: "I go to the co-curricular activities in school—on weekends I go out and relax."
- God: "You have to allow the presence of God to help you."
- Family: "I confide in siblings...even my father and mother, I confide."
- "You must not miss class—normal stressors cannot be helped—you leave your stress at the gate."

Limitations:

- "You must be careful as you confide in teachers—you say something and before you know it, it's all over— I tell them in school, we are not friends—opening up to ladies is even worse—we are not really supported."
- "There is a day I tried to confide in the school leadership...it was all over, and one lady told me—in school, just remain with your things...it all depends on the leader anyway."
- "The only mental health training for me was during the TeachWell project—but we would like to receive training, like how to identify mental illness and how to support?"

Recommendations

- Invest in teacher professionalization through certification pathways, recruitment, remuneration & continuous development.
- Improve working conditions by addressing infrastructure, class size, safety, and access to teaching resources.
- Provide gender-responsive mental health support tailored to the unique needs of male and female teachers.
- Strengthen research and data systems to monitor teacher well-being and inform responsive interventions.
- Build leadership capacity to promote accountability and supportive school environments.
- Integrate mental health literacy into pre-service and in-service teacher training programs.
- Advance and institutionalize policy and financing reforms to enhance teacher agency, motivation, and retention.





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