



EDUCATORS SHAPING FUTURES

A Global Knowledge Exchange on Teacher Preparation and Development

Session Summary and Materials

1. Session

Parallel Session 1a: Enhancing Teacher Well-Being, Job Satisfaction, and Professional Status

2. Date/Time

Monday, November 3, 2025; 11:30–13:00

3. Speakers and Roles

Moderator:

- **Matthew Thomas**, Senior Programme Specialist, Teacher Development, UNESCO

Speakers:

- **Lydia Namatende-Sakwa**, Research Scientist, African Population and Health Research Center
- **Fridah Kiambati**, Post-Doctoral Research Scientist, African Population and Health Research Center
- **Abraha Asfaw**, Associate Professor, Addis Ababa University, Ethiopia
- **Michael Kassa**, Associate Professor, Addis Ababa University, Ethiopia

4. Session Overview and Key Takeaways

The session focused on building a strong teaching profession through a comprehensive approach to professional status, career pathways, working conditions, and well-being. It explored global commitments and regional initiatives aimed at improving teacher well-being and professional status, drawing on evidence from Somalia, Kenya, and Ethiopia, and considering both refugee and host communities. The discussion emphasized that strengthening the teaching profession requires more than preparation and ongoing learning; it demands coherent attention to system-wide levers such as initial teacher education (ITE), induction, and continuous professional development (CPD), ensuring these elements reinforce professional identity, job satisfaction, and retention.

Speakers shared findings on the prevalence and drivers of anxiety and depression among teachers, highlighted gendered stressors and supports, and examined how perceptions of professional status influence retention and classroom practice. The session began by framing global commitments and regional efforts, setting the stage for a deeper contextual consideration of new evidence from sub-Saharan Africa. A moderated discussion translated these insights into practical improvements across the teacher-learning continuum, including embedding socioemotional supports into teacher preparation and CPD, designing programs to reduce workload stress and increase efficacy and motivation, and identifying system-level policy levers to elevate the profession.

Participants gained practical, evidence-based strategies to integrate well-being into teacher education and CPD programs. The session also addressed implications for inclusion and resilience in fragile and displacement-affected settings, underscoring the importance of ensuring well-being, satisfaction, and professional status remain central to the global education agenda.

5. Links to Presentations and Materials

- [Parallel Session 1a Slides.pdf](#)

6. Acknowledgments

The session was organized by **Brenda Wawire** (Research Faculty, Learning Systems Institute, Florida State University), and **Matthew Thomas** (Senior Programme Specialist, Teacher Development, UNESCO).

