

WINDOW 3

CALL FOR RESEARCH PROPOSALS

Policy and practice relevant evidence for teacher wellbeing at work and teacher professional development in Sub-Saharan Africa

Seeking proposals from

Public or private non-profit organizations (universities, research institutes, research departments, I/NGOs etc.) that are established in Europe or Africa and act in a consortium of European and African organisations (consortium 3-7 partners, min. 1 European and 2 African partners)

Proposals should...

- be policy and practice relevant
- have linkages to education policy priorities and key stakeholders
- be of high-quality research for development
- consider equal partnerships and capacity building
- have a regional approach



Geographical coverage
Sub-Saharan Africa



Project duration
18 months, 1 Mar 2025- 31 Aug 2026



Only one application per organisation!



Available funding:
€4.000.000



Financial sizing of grants:

Minimum grant amount:
€400.000

Maximum grant amount:
€800.000

+10% co-financing



Call deadline
25 Nov 2024 at 16.00
(Helsinki time)



Find out more

Detailed information package available under EDUFI website from OCT 4, 2024 onwards: edu.fi/call2024

Information webinar: 11 OCT 2024 at 13.00, Helsinki time (held in English and translated into French and Portuguese): link.webropol.com/s/infowebinar

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The Regional Teachers Initiative for Africa (RTIA) aims to support Sub-Saharan African countries to improve teacher training and governance, and to ensure that their schools have enough qualified teachers. The initiative consists of a partnership of between the European Union, EU Member States, the African Union, African countries, and UNESCO. Within the Regional Teachers Initiative for Africa, the **EU Facility**, implemented by Finland (EDUFI), France (Expertise France) and Belgium (Enabel, VVOB, APEFE), operates through the following three windows:

1. technical assistance on teacher governance and teacher professional development on the basis of the demand from partner countries,
2. testing and scaling effective programs for teacher professional development,
3. research to create new evidence and support the integration of evidence in the policy making and in the design of teacher professional development programs. This call falls under the research window of the Facility.

Focus of the call

The overall aim of this call is to provide deeper understanding on how teacher training in Sub-Saharan Africa can be developed and how to improve teacher wellbeing at work, ultimately aiming to reduce teacher shortage and attrition in Sub-Saharan Africa. More specifically, the call aims to:

1. generate new evidence on effective teacher policies and practices to address challenges related to teacher governance, teacher preparation and teaching, and attractiveness to teacher education in the early childhood education, primary and lower secondary education in Sub-Saharan Africa;
2. strengthen research capacities in Sub-Saharan Africa;
3. disseminate of findings so these can inform policy formulation, programme design and implementation;
4. encourage research partnerships of both within Africa and between Africa and Europe.

Two main research themes have been identified to contribute towards the overall aim and the proposals should address one of themes (not both).

Theme 1	Theme 2
Teacher wellbeing at work and teacher retention, shortage and attrition	Teacher professional development (TDP)
Aims to provide insights for increasing teacher wellbeing at work to retain teachers. These can inform policy decisions at local and national levels and lead to the development of policies and practices that create more attractive working conditions for teachers. By implementing effective recruitment and retention strategies and by examining teacher employment and working conditions, it is possible improve teacher job satisfaction, reduce attrition, and improve teacher performance, thus impacting learning outcomes. Focus areas in the theme are: 1. Educational reforms and resources, which centers around the formulation and implementation of educational reforms affecting teacher training and teacher working conditions, 2. School leadership and management which seeks to identify solutions for effective school leadership and management practices to ensure teacher wellbeing, job satisfaction, teacher professional development and a good work-life balance, and 3. Teachers' working conditions, motivation, and satisfaction with work, which studies the call themes from the teacher perspective – how the teacher perceives their working conditions and how support the teacher.	Refers to pre- and in-service training, where there is need for continuous, context-specific, and inclusive professional development to address the diverse needs of students, especially in resource-limited settings. TPD programs often face sustainability challenges due to insufficient funding, inadequate infrastructure, and a lack of supportive policies. These factors hinder teachers' ability to engage in lifelong learning, adapt to evolving educational needs and respond to new demands. The high prevalence of unqualified teachers requires ongoing and sustainable training programs to build a competent teaching workforce. The focus areas under this theme are: 1. Pedagogical innovations and curriculum development in teacher education programs seeks ideas on how to adapt teacher training curricula to the demands of modern education systems and societal expectations, 2. Inclusiveness in education refers to issues related to flexible and inclusive teaching strategies, the integration of technology and innovative practices, including digitalization, and the necessity of reflective and collaborative approaches for addressing diverse student needs for improving the learning outcomes, and 3. Mentorship in teacher education looking at the role of teacher educators in shaping the future of education through their influence on pre-service and in-service teachers.