



Low teacher wellbeing and high attrition represent major obstacles to achieving national and regional education policy objectives and are major drivers of the current ‘learning crisis’ in several sub-Saharan African countries. In the Democratic Republic of Congo, teachers are subjected to high levels of violence and displacement, while in Uganda, education systems in refugee-receiving regions are under considerable strain with persistent teacher shortages and growing social tensions.

## RESEARCH PROJECT

**The Drivers of Teacher Wellbeing and Retention in Contexts of Protracted Violence and Displacement**

### IMPLEMENTING PARTNERS

**Institute of Development Studies; Institut Supérieur Pédagogique de Bukavu; The Secretariat for Support and Coordination of The Education Sector; Luigi Giussani Foundation; Oxfam Uganda; Oxfam Denmark**

### KEY THEMES

**Teacher wellbeing  
Education in emergencies**

### PROJECT BUDGET

**€ 876 885**

### COUNTRIES OF IMPLEMENTATION

**The Democratic Republic of the Congo - Uganda**

### PROJECT DURATION

**18 months**

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## Teacher wellbeing in crisis contexts

This project examines locally grounded drivers of teacher retention and wellbeing in crisis-affected regions. The focus is on the effects of informal teacher and community strategies, school leadership and sub-national education governance, and peer-based professional support and professional development. It centers teachers’ perspectives, with particular attention to marginalised educators.

### Key objectives

- Generate evidence on teacher retention and well-being in crisis-affected contexts and strengthen research capacity to inform national and regional policy.
- Mobilise stakeholder expertise and build equitable Africa-Europe partnerships to ensure policy uptake, programmatic relevance, and effective dissemination.

### Methods

- Participatory approach, comparative design combining qualitative methods with quantitative analysis of existing datasets.
- Equitable and collaborative partnership model.

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