

Introduction

As part of the Regional Teachers Initiative for Africa project (RTIA), the Institute of Development Studies (IDS) is looking to hire, as a part-time consultant, a senior researcher on education in emergencies, to support the research carried out in the DRC and Uganda, the analysis and the write-up of the research.

Project Background

This project, entitled '**The drivers of teacher wellbeing and retention in contexts of protracted violence and displacement**', is funded by the European Commission Directorate General for International Partnerships (DG INTPA), as part of the Regional Teacher's Initiative in Africa's Window 3, 'Policy and practice relevant evidence for teacher wellbeing at work and teacher professional development in Sub-Saharan Africa'.

The current project is a consortium led by the Institute of Development Studies, which includes *The Institut Supérieur Pédagogique de Bukavu*, the Luigi Giussani Foundation, Oxfam Uganda, Oxfam Denmark, and the DR Congo's *Secrétariat Permanent d'Appui et de Coordination du Secteur de l'Education* (SPACE). The project focuses on the Democratic Republic of the Congo and Uganda, and runs from 15 May 2025 to 14 November 2026.

Project Goals and Objectives

There is an urgent need to understand locally grounded drivers of teacher retention and wellbeing in crisis-affected contexts of the African continent that can be sustainably supported by educational policy and programmes. This project does so by focusing on conflict-affected areas of the Democratic Republic of Congo (DRC) and refugee-receiving areas in neighbouring Uganda. Specifically, this project analyses the effects of three crucial factors on teacher wellbeing and retention:

- 1) informal teacher and community strategies;
- 2) school leadership and sub-national education governance mechanisms;
- 3) peer-based professional support and teacher professional development.

The project centres the perspectives of teachers, carefully considering experiences of marginalised educators. Incorporating positive deviance inquiry and building on the team's multidisciplinary expertise, the project adopts a participatory and comparative approach within and across crisis-affected regions of the DRC and Uganda. It uses

qualitative methods, notably key informant interviews, focus groups and school ethnographies, as well as autoethnographic journaling methods involving teachers. An additional quantitative analysis uses existing national and sub-national secondary datasets to measure the effect of the three identified key factors on teachers' wellbeing.

The partnership adopts an equitable, horizontal and collaborative approach to ensure that the expertise of each partner is mobilised in a way that builds collective and cross-disciplinary capacity across the consortium. It capitalises upon the complementary expertise of the *Institut Supérieur Pédagogique de Bukavu* (ISP Bukavu), a teacher training institute and research university in the DRC, the Luigi Giussani Foundation (LGF), an education practitioner and research organisation in Uganda, and the Institute of Development Studies (IDS), a leader in policy-relevant academic research. Policy partners 'Permanent Secretariat for Support and Coordination of the Education Sector' (SPACE), Oxfam Denmark and Oxfam Uganda will ensure that the project directly informs national education policy in the DRC and Uganda, and at a regional level.

Job Description

The researcher hired for this role will be responsible for the following activities:

- Supporting the design of the research, including the design of the data collection instruments.
- Supporting the implementation of all project activities in DRC and Uganda, including training staff, carrying out data collection, and when necessary, supporting the monitoring of data quality through the review of partner outputs.
- Contributing to the data analysis, including carrying out in-depth reviews of the research outputs.
- Contributing to the drafting of project outputs, notably the working paper and academic articles, as agreed with the project lead.
- Supporting knowledge mobilisation and dissemination activities (eg: contributing to the dissemination outputs of the project, notably presentations, policy briefings and blogs); and participating and contributing to the project dissemination events (including those organised at a local, national and regional level, and those organised by the funder).

Person Specification

Required:

- PhD in Education, Development or related fields.
- Advanced research expertise in the fields of Education in Emergencies and teacher wellbeing, with track record of academic publications in those fields. This includes at least three academic articles, published in leading reviews in education or development.
- Country specific research expertise on the Democratic Republic of the Congo.

- Advanced fluency in both French and English.
- Experience (at least two years) of conducting research and fieldwork in zones of active armed conflict.

Recommended:

- Experience leading research projects in conflict zones.
- Expertise in the field of political economy of education, with a special focus on teacher governance.
- Expertise in the field of teacher retention in crisis-affected contexts.

Project Duration and Dates

The project runs from 15 May 2025 to 14 November 2026, with the data collection activities beginning in DRC and Uganda from September 2025.

The successful candidate will start working on the project in early September 2025 and continue until the project's end date of 14 November 2026.

We anticipate the role requiring 116 days of work to complete all activities.

Details on Contracting

The successful candidate will be selected and informed by early September 2025.

Following a due diligence check, a sub-grant agreement will be issued ASAP, with an end date of 14 November 2026.

Please note this will be a part-time, fixed term, consultancy contract, therefore payments will be made upon submission of deliverables and not via a monthly salary. The successful candidate will not become an IDS employee.

Instructions for Submission of Applications

Complete the [online Application form](#).

Closing date: Thursday 28 August 2025 at 17:00 GMT

All applicants will be informed of the result of their applications by email in early September 2025.

Our project is committed to embedding and supporting equality, diversity, and inclusion in our work and in all our activities. We welcome applications from people of all backgrounds, beliefs, identities, orientations, and abilities.

Evaluation Criteria

All applications will be reviewed and marked against the same evaluation criteria.

The technical / price ratio of the criteria, due to the specifics of the requirements, will be based on a ratio of 80% technical and 20% financial.

The candidate that scores the highest points (provides the best technical and financial offer) will be selected.

Technical

The 'Online Application Form' has 17 technical questions directly related to the requirement table below. Before applying, please ensure you have all the 'Essential' requirements below in order to ensure that you are the right candidate for the position.

When the Evaluation Committee meets to assess the applications, every question (directly linked to the requirement below) will be given score between 0 to 4 depending on the level of competency and evidence provided for each response.

Requirement	Essential	Desirable
Qualifications	1) PhD in Education, Development or related fields.	
Knowledge	2) Advanced research expertise in the fields of Education in Emergencies and teacher wellbeing. 3) Country specific research expertise on the Democratic Republic of the Congo. 4) Advanced fluency in English. 5) Advanced fluency in French.	6) Expertise in the field of political economy of education, with a special focus on teacher governance. 7) Expertise in the field of teacher retention in crisis-affected contexts.
Experience	8) At least 2 years' experience of conducting research and fieldwork in zones of active armed conflict. 9) Experience of data management and analysis, including the use of qualitative data analysis software. 10) Experience of production of research outputs in the fields of Education in Emergencies and teacher wellbeing. This includes at least 3 authored academic articles,	12) Experience leading research projects in conflict zones.

	<p>published in leading reviews in education or development.</p> <p>11) Experience of turning research findings into policy-relevant outputs (eg: policy briefings; effective communication or dissemination events or products).</p>	
Skills	<p>13) Excellent advanced analytical, research methods (qualitative) and writing skills, demonstrated by a record of projects, publications and reports.</p> <p>14) Strong interpersonal skills, in particular an ability to work with researchers from a variety of backgrounds and in a variety of contexts, including overseas.</p> <p>15) Strong organisational and time management skills, including the ability to manage a complex workload.</p>	
Health/Travel	<p>16) Willingness and ability to travel internationally, including to the DRC and Uganda.</p>	
Availability	<p>17) Availability to work an estimated 116 days on the project.</p>	

Financial

The applications will also be scored based on the best Value for Money (VFM).

The maximum budget available for this position is **EUR 63,916.00**

The 'Online Application Form' has 2 financial questions relating to VFM. Applicants are required to provide their day rate in Euros, as well as provide a quote for total fees based on working 116 days.

The candidates offering the best VFM, namely the lowest price against the maximum budget available, will receive the highest score for this section.