

## FELLOWSHIPS WITH THE INTERNATIONAL RESCUE COMMITTEE

### Georg Arnhold International Summer Conference June 26 to 29, 2023 in Braunschweig, Germany

Selected fellows this year will conduct and/or support research and innovation projects within one of two portfolios below that intersect with this year's conference theme, Educational Justice and Peace: Access, Participation, and Technology.

Overviews of each portfolio's strategic focus are outlined below, with examples of potential projects fellows may engage with. Please note this information is subject to change as our projects evolve over the coming year.

#### EDUCATION RESEARCH PORTFOLIO

As of 2022, Education Cannot Wait (ECW) estimates that 222 million children are currently affected by crises, 54% of whom are girls and 35% (78.2 million) are out of school (ECW, 2022). Furthermore, 84% of the 78.2 million Out of School Children (OOSC) live in contexts of conflict or protracted crisis. These children have suffered multiple, prolonged adversities, and we know from research in stable contexts that this damage can be reduced or reversed by quality educational opportunities that include social-emotional learning. Yet we have little evidence about whether this holds true for children in conflict settings. Without evidence of what works for crisis-affected children, our education programming is often based on intuition and assumption rather than data.

The IRC designs, pilots and generates evidence on the most cost-effective models for improving access to education opportunities and delivering quality, safe education. We have an ambitious research agenda in education that aims to build evidence on the most cost-effective interventions to improve access, quality and continuity of education and the learning and wellbeing outcomes of children in contexts of conflict and crisis. Among other projects, the Education Research Portfolio includes the Education Research in Conflict and Protracted Crisis (ERICC) programme. ERICC is a large-scale, multi-country FCDO-funded investment which will conduct new, rigorous research on the most effective approaches to education provision in conflict and crisis-affected contexts. Countries in which the work is taking place are Nigeria, Bangladesh, Jordan, South Sudan, Lebanon, Syria and Myanmar. The programme's goal is to expand and deepen operational and policy-relevant evidence to support bold reform in the delivery of education in conflict and crisis-affected contexts. It aims to ensure policy-practice coherence, organizing, building, and supporting evidence-informed decision-making. GEI fellows will support work conducted as part of ERICC.

#### Potential Fellowship Examples

- (1) Refine literature reviews from Bangladesh, Nigeria and Jordan for the purposes of publication and code existing studies according to the research purposes and methods to facilitate decision-making and planning of targeted research studies.
- (2) Support Lebanon, South Sudan, Syria Country Scans, including adapting country scan tools to each context, supporting country research teams with Literature Reviews and output drafts, and other tasks, as needed

- (3) Collaborate with the Country Research Teams and Research Directorate to identify and develop fit-for-purpose and context-adaptable research tools for studies related to access, quality, continuity and coherence of education in crisis settings.
- (4) Work with the Senior Research Communications Officer to draft blogs, factsheets, infographics, presentation materials, and other research communications and sharing products to highlight ongoing ERICC research related to peace education.
- (5) Collaborate with the Research Directorate, IRC Technical Advisors, and consortium partners on operationalizing the ERICC Conceptual Framework, and developing guidance materials for policymakers, researchers, and practitioners in humanitarian contexts to use the conceptual framework in their work.
- (6) Work with the Research Directorate and Queen Rania Foundation on developing the Research on Improving Systems of Education (RISE) pilot for systems-level education research in conflict and crisis settings.

## EDUCATION INNOVATION PORTFOLIO

One of the impacts of COVID-19 is that an unprecedented 1.6 billion students across the world have been out of school; however, 258 million children were already out of school before the pandemic. Half of these children live in crisis-affected countries. And while progress has been made towards achieving universal education over the past twenty years, these “last mile” children remain largely out of reach. In response to this the Education Innovation Portfolio will implement an innovative program in a number of crisis-affected contexts including — Bangladesh, Colombia, and Nigeria — that reaches last-mile children and parents and caregivers, providing them with quality education solutions. Our approach to reaching these last-mile children with quality education has three areas of focus: ensure flexible and student-centered learning, break down barriers to school entry, and prepare teachers in school to integrate children with specific needs.

Our strategy has three core pillars: localized innovation, research and development, and platform-based digital approaches.

### Potential Fellowship Examples

- (1) Local EdTech Solutions for host communities in Bangladesh
  - Support the Education GRIP team, education technical unit and country team in analyzing: the overall education landscape in Bangladesh; the local EdTech players and how EdTech is currently being used within the education system; government of Bangladesh policies around EdTech for learning.
  - Support in planning IRC’s new innovation programming and research component to serve the Bangladeshi national population and refugee host community and contribute to design workshops to better understand the needs of all parties and further test potential solutions with clients through implementation partners.
- (2) Reducing barriers to learning support for adolescent girls in Afghanistan
  - Before the Taliban takeover, 3.7 million children were out of school in Afghanistan—most of them girls. Since then, the new authorities have banned more than 1.2 million additional girls from learning, and have imposed new restrictions on females working for NGOs and traveling without male chaperones. The Fellow will help support of Education GRIP team by being a part of the formative research to have a better understanding of the existing barriers faced by female stakeholders, as well perceptions and viable opportunities for leveraging technology to overcome these key barriers; the goal will be to generate a clear hypothesis about the need to generate a technology-enhanced intervention.

## APPLICATION QUESTIONS

Please note! The questions will be part of the online application form!

Are you interested in being considered for a Fellowship at the IRC?

- Yes
- No

If so, please elaborate on your motivation for your application and answer the following questions (up to 250 words):

- I. Please elaborate on your motivation for your application and answer the following questions
  - 1) Why are you interested in participating in the workshop?
  - 2) How would a fellowship with the IRC further your research and/or career?
- II. Please elaborate below your experience related to humanitarian research
  - 1) Please specifically describe your role in both quantitative and qualitative data collection and analysis on previous research studies.
  - 2) Please describe any previous programmatic or research experience within humanitarian settings affected by conflict or disaster.
- III. Please elaborate below your experience related to peacebuilding research and projects
  - 1) What innovative interventions in education are you interested in exploring from a research perspective and what would be their significance in humanitarian contexts?
  - 2) Describe the tools for data cleaning/manipulations and analysis with which you are familiar.
  - 3) Describe how you have addressed problems that have occurred in real world research such as sampling bias.