



Airbel Impact Lab
Research & Innovation at the IRC

GEORG ARNHOLD
PROGRAM EDUCATION
FOR SUSTAINABLE PEACE



FELLOWSHIP OPPORTUNITIES

GEORG ARNHOLD INTERNATIONAL SUMMER CONFERENCE (GAISC)

JUNE 10 TO 13, 2024 IN BRAUNSCHWEIG, GERMANY

Part of the Summer Conference is a workshop organized and facilitated by the [Airbel Impact Lab](#), which is the research and innovation arm of the [International Rescue Committee \(IRC\)](#). During the workshop, conference participants will learn about the humanitarian approach to research and how to utilize design principles to improve the impact and increase the application of their work.

Following the summer conference, up to 5 individuals will be selected to undertake fellowships with the IRC. These individuals will work closely with IRC staff to undertake work which furthers both the IRC's and the fellows' interests. All attendees of the summer conference will be welcome to join the incubator and will be eligible for selection to participate in this fellowship with the IRC.

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- Education, War, & Peace: Understanding International Assistance and Intervention in Conflict-Affected Contexts. 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. Work on literature reviews to support different global and cross-regional studies, focused on different issues:
 - a. Education for peace and social transformation
 - b. Disaster preparedness and risk reduction
 - c. Teachers in contexts of conflict and crisis, with a focus on a) issues teacher identification, recruitment, deployment, payment and hiring) b) training, professional development and certification, and c) teacher wellbeing
 - d. Curricula and pedagogy in conflict and crisis settings
 - e. Formal and non-formal schools in conflict and crisis settings
 - f. Children's holistic learning outcomes in conflict and crisis settings, with an emphasis on social-emotional development and citizenship competencies.
2. Support different aspects of upcoming country-level studies that the ERICC program is conducting in Lebanon, Jordan, Syria, Nigeria, South Sudan and Bangladesh. This may include:
 - a. Conducting literature reviews on specific themes for upcoming studies.
 - b. Working with research teams and the Senior Research Communications Officer to draft blogs, factsheets, infographics, presentation materials, and other research communications to disseminate the findings of completed studies.

POWER RESEARCH PORTFOLIO

The IRC works to help people whose lives and livelihoods are shattered by conflict and disaster to survive, recover, and gain control of their future across the entire arc of crisis, including the climate crisis. In support of this mission, the IRC Airbel Impact Lab – the dedicated Research and Innovation team – aims to design, test and drive the adoption at scale of life-changing, cost-effective solutions for people affected by crisis. Among implementing agencies, we are the single largest contributor to impact evidence in humanitarian settings –

conducting the highest quality research in the hardest places to work. We've also introduced methods and skills to the humanitarian sector, such as human-centered design and behavioral science.

The IRC Governance Technical Unit at the International Rescue Committee amplifies the voices of people whose lives have been impacted by conflict and crisis. We help them regain control of their future by championing their right to influence the issues and programming that affect their cities, towns, and communities. To achieve this, we:

1. Strengthen the ability and power of people affected by conflict and crisis to have a voice in how decisions are made in their communities.
2. Support governments, civil society organizations, community representatives, and the IRC to respond to their voices and provide effective and inclusive services; and
3. Promote communications between leaders and the people they represent so that actions are meaningful and lasting.

Potential Fellowship Examples

1. Conduct literature/evidence reviews around prioritized research questions (i.e. around topics such as People on the move, peacebuilding and social cohesion, climate change, livelihoods, etc.) from the Governance Research and Learning Agenda in Latin America.
2. Support the Governance Team in conducting literature reviews and developing guidelines and tools around the implementation of social cohesion interventions.
3. Support the Governance Team in conducting literature/evidence reviews and developing guidelines and tools to strengthen CSOs and community leaders' capacities in policy-influencing and advocacy.
4. Support the Governance Team in adapting previous and new intervention tools, so they include human-centered design and behavioral science approaches, when needed.

Please note that the following questions are also part of the online application form.

All answers to these questions should be only submitted together with your application to the GAISC 2024 via the online application form at our [website!](#)

APPLICATION QUESTIONS

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

Yes / No

If so, please answer the following questions (up to 250 words each):

1. Why are you interested in participating in the workshop?
2. How would a fellowship with the IRC further your research and/or career?
3. Please specifically describe your role in both quantitative and qualitative data collection and analysis on previous research studies.
4. Please describe any previous programmatic or research experience within humanitarian settings affected by conflict or disaster.
5. What innovative interventions are you interested in exploring from a research perspective and what would be their significance in humanitarian contexts?
6. Describe the tools for data cleaning/manipulations and analysis with which you are familiar.
7. Describe how you have addressed problems that have occurred in real world research, such as sampling bias.