

# 2023 INTERNSHIP CATALOGUE

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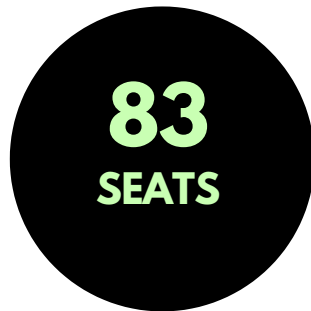
ERASMUS+ JOINT  
MASTER DEGREE  
IN EDUCATION POLICIES  
FOR GLOBAL DEVELOPMENT

EDITION VII (SEPT. 2022 - SEPT 2024)



# THE INTERNSHIP CATALOGUE IN FIGURES

EDITION VII - 2023



## LIST OF AVAILABLE INTERNSHIPS FOR EDITION VII

Associate Partner	Location	Modality	Seats	Period(s)	Supervisor(s)
Al Qasimi Foundation	Ras Al Khaimah (UAE)	Flexible	2	Summer, fall	Jessica Maluch, Vehbi Tandogan
CEAUP	Porto (Portugal)	Flexible	1	Fall	Rui da Silva
CHEPS	Enschede (Netherlands)	Flexible	3	Any	B. Meulen, D. Craciun, R. Kolster
CLADE Sao Paulo	Sao Paulo (Brazil)	Flexible	3	Any	Nelsy Lizarazo
Deakin University	Victoria (Australia)	Flexible	1	Any	Radhika Gorur
EAEA	Brussels (Belgium)	Only presential	3	Any	Raffaella Kihrer
Education Development Trust	Reading (UK)	Flexible	2	Any	Dr Richard Churches
Education International	Brussels (Belgium)	Flexible	3	Any	TBD
FEE	Copenhagen (Denmark)	Flexible	2	Summer, fall	Arnau Macià, Gosia Luszczek
IEA	Amsterdam (Netherlands)	Only presential	2	Summer, fall	Lauren Musu
Independent Diplomat	Brussels (Belgium)	Only remote	3	Any	Cat Evans
IOM	Geneva (Switzerland)	Flexible	3	Any	Ace de la Cruz
KH Freiburg	Freiburg (Germany)	Flexible	2	Any	Florian Kiuppis
NORRAG	Geneva (Switzerland)	Flexible	1	Fall	G. Steiner-Khamsi, C. Baek
Norwegian Refugee Council	Oslo (Norway)	Only remote	2	Winter (summer/fall TBC)	Lynda Kigera, Camilla Lodi
OFSE	Vienna (Austria)	Flexible	1	Winter, fall	Margarita Langthaler
PEHRC	Remote	Only remote	3	Any	Alice Beste
Reformed	Barcelona (Spain)	Flexible	1	Winter, summer	Antoni Verger
SUMMA - Evaluation of educational innovations	Santiago de Chile (Chile)	Only remote	2	Winter	María José Sepúlveda
SUMMA - Research	Santiago de Chile (Chile)	Only remote	1	Winter, summer	Javier González
SUMMA - School transformation	Santiago de Chile (Chile)	Flexible	2	Any	Magdalena Flores-Ferrés
UNESCO Education Sector	Paris (France)	Flexible	2	TBD	Keith Holmes
UNESCO GEM Report	Paris (France)	Flexible	6	Any	TBD
UNESCO Global Citizenship Education	Paris (France)	Only presential	1	Winter	Lydia Ruprecht
UNESCO Higher Education	Paris (France)	Flexible	3	Any	Paz Portales
UNESCO IBE	Geneva (Switzerland)	Flexible	0	Spontaneous application	Lili Ji
UNESCO IESALC	Caracas (Venezuela)	Only remote	3	Any	Victoria Galán-Muros
UNESCO IIEP	Dakar (Senegal)	Flexible	3	Any	TBD
UNESCO IIEP	Paris (France)	Flexible	3	Any	Candy Lugaz
UNESCO IIEP	Paris (France)	Flexible	1	Winter, fall	Muriel Poisson
UNESCO IIEPE	Buenos Aires (Argentina)	Flexible	2	Summer, fall	M. Clucellas, A. Cardini
UNESCO UIL	Hamburg (Germany)	Only remote	6	Any	TBD
Universidad Iberoamericana	Mexico D.F. (Mexico)	Flexible	3	Any	Luz María Moreno Medrano
Universidade do Porto	Porto (Portugal)	Flexible	2	Winter, fall	Amélia Veiga
University of Hong Kong	Hong Kong	Only remote	2	Fall	Priya Goel La Londe
University of Tallinn	Tallinn (Estonia)	Flexible	1	Fall	Mari-Liis Lind
WACSI	Accra (Ghana)	Flexible	4	Summer	TBD

**TOTAL SEATS**

**83**



**SHEIKH SAUD BIN SAQR AL QASIMI**  
FOUNDATION FOR POLICY RESEARCH

Official name of the institution/organization	Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research		
Brief description of the institution/organization	<p>The Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research was established in 2009 to aid in the social, cultural, and economic development of Ras Al Khaimah, a northern emirate in the United Arab Emirates (UAE). Established through Emiri decree by His Highness Sheikh Saud bin Saqr Al Qasimi, UAE Supreme Council Member and Ruler of Ras Al Khaimah, the Foundation is considered a non-profit, quasi-governmental organization.</p> <p>The Al Qasimi Foundation seeks to generate a world-class body of research on Ras Al Khaimah and the broader UAE, develop local capacity in the public sector, and engage the community in its work. Initially focused on education, the Foundation has expanded its priority areas to include health and wellness, urban and community development, and arts and culture. Signature initiatives include competitive international research grants, teacher and student professional development programs, and the annual Ras Al Khaimah Fine Arts Festival.</p> <p>Website: <a href="https://www.alqasimifoundation.com/?hsLang=en">https://www.alqasimifoundation.com/?hsLang=en</a></p>		
Period (you can mark 1, 2 or all 3 periods)	<input type="checkbox"/> January – March (winter)	<input checked="" type="checkbox"/> May onwards (summer)	<input checked="" type="checkbox"/> August onwards (fall)
Methodology	<input type="checkbox"/> Only remote	<input type="checkbox"/> Only presential	<input checked="" type="checkbox"/> Flexible
Supervisor	Jessica Maluch (Director of Strategy, Research, and Impact) Vehbi Tandogan (Research Associate)		
Contact e-mail	<a href="mailto:jessica.a@alqasimifoundation.rak.ae">jessica.a@alqasimifoundation.rak.ae</a> <a href="mailto:vehbi@alqasimifoundation.rak.ae">vehbi@alqasimifoundation.rak.ae</a>		
Number of places (preferably, between 1 to 3; you can host one student per period)	1		
Location of the internship	Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research RAK Gas Building, Level 4 (near Hilton and Doubletree Hotels), Al Jazah Rd, P.O. Box 12050, Ras Al Khaimah, United Arab Emirates		
Minimum requirements/interests	<p>Required</p> <ul style="list-style-type: none"> <li>- Interest in public policy and education research</li> <li>- Research experience and knowledge of methodology</li> <li>- Strong English writing skills</li> </ul> <p>Recommended</p>		

	<ul style="list-style-type: none"> <li>- Knowledge of Arabic and qualitative/quantitative research software is a plus.</li> </ul>
<p>Tasks assigned to the students</p>	<p>The Foundation is currently conducting research in the following areas:</p> <ol style="list-style-type: none"> <li>1) Philanthropy in education, in particular philanthropic actors' influence on policymaking and advocacy;</li> <li>2) Youth employment and career motivations in the UAE;</li> <li>3) Non-state actors in education;</li> <li>4) In addition, the Foundation is involved in other policy-related projects that may offer additional opportunities to engage in research at the time of the internship.</li> </ol> <p>The intern will be expected to provide assistance to the Research department on projects as needed; responsibilities may include:</p> <ul style="list-style-type: none"> <li>- Reading and compiling sources for literature reviews;</li> <li>- Assisting with data analysis;</li> <li>- Assisting with writing, including reports and sections of research paper manuscripts;</li> <li>- Other/administrative tasks as needed.</li> </ul>
<p>Paid/Unpaid/Benefits</p>	<p>The internship will be paid, with a monthly stipend of AED 2,000. In addition, if the intern will be working at the Al Qasimi Foundation office in person, accommodation will be provided in one of the Foundation's apartments.</p>



Official name of the institution/organization	Center for African Studies of the University of Porto		
Brief description of the institution/organization	<p>The Center for African Studies of the University of Porto (CEAUP) is one of the earlier R&amp;D Units for African Societies in Portugal (since 1998). It is a multidisciplinary Unit that includes researchers from Europe, Africa and Brazil. CEAUP has engaged in key interdisciplinary activities on area studies engaging different donors (e.g. ERC, FCT, IPAD). Since 2006 CEAUP has been engaged into a methodology of action research and has been focused on following interdisciplinary fields: African Labour; Administrative Systems, Education, Int. Development and Global Citizenship. CEAUP works like a hub between Europe, Africa and Brazil. This CEAUP ecosystem and experience allow that many backgrounds and approaches are able to come together to discuss methodological and other issues, that will be capitalized to successfully complete the research plan.</p> <p>Website: <a href="https://www.africanos.eu/index.php/en/">https://www.africanos.eu/index.php/en/</a></p>		
Period (you can mark 1, 2 or all 3 periods)	<input type="checkbox"/> January – March (winter)	<input type="checkbox"/> May onwards (summer)	<input checked="" type="checkbox"/> August onwards (fall)
Methodology	<input type="checkbox"/> Only remote	<input type="checkbox"/> Only presential	<input checked="" type="checkbox"/> Flexible
Supervisor	Rui da Silva		
Contact e-mail	rdasilva.email@gmail.com		
Number of places (preferably, between 1 to 3; you can host one student per period)	1		
Location of the internship	The student will be hosted in the Center for African Studies of the University of Porto and, if the conditions are in place, can conduct field work in Cape Verde		
Minimum requirements/interests	The student should be motivated to be engaged in activities regarding education privatization and development aid with a data science component.		

Tasks assigned to the  
students

- Support the activities of the research project “Comparative study on the compulsory education privatization in small states: examining the role and impact in Cape Verde and Guinea-Bissau.” namely:
  - Support the literature review concerning education privatization in Africa
  - Engage in social media analysis and text mining with R and NodeXL software’s
  - Possible tasks: data collection and analysis
  - Participation in the relevant the academic events of the University of Porto;
  - Web and social media strategy development.



Center for  
Higher Education  
Policy Studies

Official name of the institution/organization	University of Twente, Center for Higher Education Policy Studies (CHEPS)		
Brief description of the institution/organization	<p>CHEPS – the Center for Higher Education Policy Studies – is a research institute at the University of Twente. We offer research, training and consultancies on various aspects of higher education policy, particularly from an international comparative perspective.</p> <p>Website: <a href="https://www.utwente.nl/en/bms/cheps/">https://www.utwente.nl/en/bms/cheps/</a></p>		
Period (you can mark 1, 2 or all 3 periods)	<input checked="" type="checkbox"/> January – March (winter)	<input checked="" type="checkbox"/> May onwards (summer)	<input checked="" type="checkbox"/> August onwards (fall)
Methodology	<input type="checkbox"/> Only remote	<input checked="" type="checkbox"/> Only presential	<input checked="" type="checkbox"/> Flexible
Supervisor	Barend van der Meulen, Daniela Craciun, Renze Kolster		
Contact e-mail	a.veidemane@utwente.nl		
Number of places (preferably, between 1 to 3; you can host one student per period)	3 [CHEPS has a capacity to host up to 2 interns in one period if this is more convenient for the GLOBED students]		
Location of the internship	Enschede		
Minimum requirements/interests	Interest in higher education and topics to transformations in higher education (sustainability, diversity, ethics)		



Tasks assigned to the students

The internships will take place at a dynamic research centre with a diverse mix of senior and junior people from various backgrounds. More broadly, the tasks will focus on developments and transformations in higher education sector with emphasis on sustainability, inclusion and ethics. More specifically, students will be involved in one of the active projects at CHEPS: DECODE, Crossing Borders Minor, Grant on diversity strategies at the University of Twente or in-depth analysis of institutional management of academic values, integrity and research ethics. The specific project tasks will include but are not limited to:

- January to March/April 2023 (winter period);
  - Developing diversity and engagement strategies for early career researchers at the University of Twente
  - Developing interactive workshops on sustainability topics for Deans Council for Sustainable Development – DECODE
- May/June 2023 onwards (summer period);
  - Analyzing Crossing Borders course curriculum and student motivations – a minor that allows students to spend a semester abroad while researching and finding solutions for one of the grand challenges/SDGs.
- August/September 2023 onwards (fall period).
  - Reflecting on institutional management of academic values, integrity and research ethics in higher education sector.

The time periods are tentative, and some flexibility is possible with certain projects.



## Campaña Latinoamericana por el Derecho a la Educación

Official name of the institution/organization	Campaña Latinoamericana por el Derecho a la Educación (CLADE)		
Brief description of the institution/organization	<p>The Latin American Campaign for the Right to Education (CLADE for its acronym in Spanish) is a civil society network, integrated by national coalitions in 18 countries of Latin American and the Caribbean region, as well as regional networks and INGOs.</p> <p>Its mission is to defend the human right to transformative, public, secular and free education for all, throughout life and as a State's responsibility.</p> <p>CLADE has official relations with UNESCO Headquarters and has obtained ECOSOC consultative status with the United Nations. Moreover, the Campaign has developed initiatives with IPE-UNESCO/Buenos Aires, OREALC/UNESCO Santiago, UNICEF, ECLAC and other UN Bodies, particularly in the build-up of the Sustainable Development Goals (SDGs), adopted in 2015, process in which the Campaign has been actively and deeply involved.</p> <p>Among other issues, CLADE has been working with education financing and tax justice mechanisms; the strengthening of public education systems; the right to participation of civil society organizations and education actors in policy making; human rights education; lifelong learning, non-discrimination and inclusive education. Recently CLADE started to work on education and digital rights.</p> <p>Website: <a href="https://redclade.org/en/">https://redclade.org/en/</a></p>		
Period (you can mark 1, 2 or all 3 periods)	<input checked="" type="checkbox"/> January – March (winter)	<input checked="" type="checkbox"/> May onwards (summer)	<input checked="" type="checkbox"/> August onwards (fall)
Methodology	<input type="checkbox"/> Only remote	<input type="checkbox"/> Only presential	<input checked="" type="checkbox"/> Flexible
Supervisor	Nelsy Lizarazo		
Contact e-mail	<a href="mailto:nelsy@redclade.org">nelsy@redclade.org</a>		
Number of places (preferably, between 1 to 3; you can host one student per period)	1 student per period		
Location of the internship	São Paulo - Brasil		

<p>Minimum requirements/interests</p>	<p>Knowledge and interest in the Human Right to Education related issues, Digital Rights, Tax Justice.</p>
<p>Tasks assigned to the students</p>	<p>CLADE envisions different opportunities of support:</p> <p>Area 1: Impact of digitization in education</p> <ul style="list-style-type: none"> <li>• Mapping the critical elements, alerts and possibilities for the use of digital in primary schools, based on interviews with students, teachers, families, researchers and activists.</li> <li>• Qualitative research on the impacts that the digital divide and distance education have had on adolescents' expectations for secondary education in the context of the pandemic.</li> <li>• Systematization of digital alternative experiences developed under the adolescents' and young people's lead in educational communities in LAC region.</li> </ul> <p>Area 2: Digital rights and education</p> <ul style="list-style-type: none"> <li>• Mapping Edtechs forms of action in the field of public education in LAC, as well as their business models, identifying the risks to the privacy of the educational community.</li> <li>• Use of machine learning algorithms for the creation, implementation and targeting public education policies.</li> <li>• Study on the interconnexions between privatization of education data.</li> </ul> <p>Area 3: Education financing and tax justice mechanisms</p> <ul style="list-style-type: none"> <li>• Analysis of the regional impact of corporate tax evasion and avoidance on education budgets.</li> <li>• Analysis of the possible impact of progressive taxation and taxation of big fortunes in education budgets.</li> <li>• Mapping good practices of tax reforms in the region and good examples of using new resources in education</li> </ul> <p>Area 4: Privatization of education</p> <ul style="list-style-type: none"> <li>• Systematization of information on privatization trends in and of education in the region to update CLADE's webpage with strategic information.</li> <li>• Facilitate the exchange of researches, information and experiences within the discussion list of academics studying the topic of the privatization of education promoted by CLADE.</li> <li>• Monitor the narratives that are disseminated by the media in LAC regarding public education vis a vis private actor.</li> </ul>



Official name of the institution/organization	Deakin University		
Brief description of the institution/organization	<p>Deakin is among the top 1% of universities globally, and is one of Australia's leading tertiary education providers. It offers a personalised experience enhanced by world-class programs and innovative digital engagement. At Deakin, we lead by creating opportunities to live and work in a connected, evolving world.</p> <p>Website: <a href="https://www.deakin.edu.au/">https://www.deakin.edu.au/</a></p>		
Period (you can mark 1, 2 or all 3 periods)	<input checked="" type="checkbox"/> January – March (winter)	<input checked="" type="checkbox"/> May onwards (summer)	<input checked="" type="checkbox"/> August onwards (fall)
Methodology	<input type="checkbox"/> Only remote	<input type="checkbox"/> Only presential	<input checked="" type="checkbox"/> Flexible
Supervisor	Radhika Gorur		
Contact e-mail	<a href="mailto:radhika.gorur@deakin.edu.au">radhika.gorur@deakin.edu.au</a>		
Number of places (preferably, between 1 to 3; you can host one student per period)	1		
Location of the internship	Flexible – I am happy to supervise remotely or on campus.		
Minimum requirements/interests	Students with an interest in policy and politics of education; global reforms; large-scale assessments, rankings and other metrics; knowledge and society; higher education governance and research politics; or big data, AI, digitization in education are welcome.		
Tasks assigned to the students	By mutual agreement – assignments may include desk-top research, literature review, contribution to a publication, analysis of data, etc.		



## EUROPEAN ASSOCIATION FOR THE EDUCATION OF ADULTS

Official name of the institution/organization	European Association for the Education of Adults (EAEA)		
Brief description of the institution/organization	<p>EAEA represents the non-formal adult learning and education sector at the European level and gives a voice to adult learners in Europe. As an advocacy organisation bringing together a network of more than 120 national and regional members in Europe, we cooperate with the European institutions, including the European Commission, the European Parliament, the Council, and the Economic and Social Committee, and international organisations and bodies, including the OECD, UNESCO, and ILO.</p> <p>Website: <a href="https://eaea.org/">https://eaea.org/</a></p>		
Period (you can mark 1, 2 or all 3 periods)	<input checked="" type="checkbox"/> January – March (winter)	<input checked="" type="checkbox"/> May onwards (summer)	<input checked="" type="checkbox"/> August onwards (fall)
Methodology	<input type="checkbox"/> Only remote	<input checked="" type="checkbox"/> Only presential	<input type="checkbox"/> Flexible
Supervisor	Raffaella Kihrer, Head of Policy		
Contact e-mail	<a href="mailto:raffaella.kihrer@eaea.org">raffaella.kihrer@eaea.org</a>		
Number of places (preferably, between 1 to 3; you can host one student per period)	3		
Location of the internship	Brussels		
Minimum requirements/interests	<ul style="list-style-type: none"> <li>- Interest in non-formal adult education and ideally first experience in this sector (practical experience and/or experience in policy/advocacy/research)</li> <li>- Advanced scientific/policy writing skills</li> <li>- Very good research and analytical skills</li> <li>- Fluent English (C1)</li> <li>- Openness to explore the work of EU and international organisations</li> <li>- Openness to relocate to Brussels</li> </ul>		

Tasks assigned to the students

- Supporting the EAEA team in writing policy statements, responses to public consultations of the European Commission, info notes about policy developments for EAEA members etc.
- Monitoring of policy developments at the EU and national levels, e.g. through the European Semester process
- Participating in relevant meetings with civil society stakeholders, social partners, European institutions
- Writing reports & background papers on key topics for non-formal adult learning and education
- Helping with editing EAEA publications (EAEA country reports, EAEA Grundtvig Award publication etc.)

Paid/Unpaid/Benefits

EAEA pays a monthly allowance of 250 EUR and covers public transport in Brussels.



Official name of the institution/organization	Education Development Trust		
Brief description of the institution/organization	<p>An international organization headquartered in Reading in the UK Education Development Trust works collaboratively with national and local governments, schools and other partners from around the world to design and deliver sustainable solutions to improve education and transform lives. Our work is evidence informed and we invest annually in our programme of educational research. You can find all our research on our website.</p> <p>Website: <a href="http://www.educationdevelopmenttrust.com">www.educationdevelopmenttrust.com</a></p>		
Period (you can mark 1, 2 or all 3 periods)	<input checked="" type="checkbox"/> January – March (winter)	<input checked="" type="checkbox"/> May onwards (summer)	<input checked="" type="checkbox"/> August onwards (fall)
Methodology	<input type="checkbox"/> Only remote	<input type="checkbox"/> Only presential	<input checked="" type="checkbox"/> Flexible
Supervisor	Dr Richard Churches		
Contact e-mail	rchurches@edt.org		
Number of places (preferably, between 1 to 3; you can host one student per period)	2		
Location of the internship	Reading, United Kingdom		
Minimum requirements/interests			

Tasks assigned to the students

As a registered charity, we reinvest a percentage of our surplus into a publicly available programme of educational research. Our research helps policymakers to make informed decisions and practitioners choose the most effective teaching methods. Research and evidence are at the heart of what the organization does. Education Development Trust places ‘evidence of what works, how we improve schools, support teachers and guide careers and help leaders raise system standards and transforming lives’ at the heart its mission. Our organizational contribution to research and evidence creation marks us as distinct in the market and underpins our strategic growth activity, our desire to influence and our broader ambition.

The student would be involved in a range of research projects and MEL support for EDT as part of the Research Team. This might involve desk research (such as policy research or literature reviews), and support on our public benefit, contract research work and MEL (where there is a research component). This could also involve supporting our new Working Paper publication process and pipeline – which would give them peer review and publication management experience.

Indicative topics (representing the current team portfolio) include: girls’ education, climate education, education technology, early years, tutoring and evidence into policy and practice.





Official name of the institution/organization	Education International		
Brief description of the institution/organization	Education International is a Global Union Federation that represents organisations of teachers and other education employees.		
	<p>It is the world's largest, most representative global, sectoral organisation of unions with more than 32.5 million trade union members in 384 organisations in 178 countries and territories.</p> <ul style="list-style-type: none"> <li>• Education International promotes the principle that quality education, funded publicly, should be available to every student in every country.</li> <li>• Education International promotes and represents the interests of teachers and other education employees on the international level.</li> <li>• Education International assists the development of independent democratic organisations to represent teachers and other education employees and builds solidarity and cooperation between them.</li> <li>• Education International supports the development of qualifications of teachers and recognition of teachers as professionals.</li> <li>• Education International supports democracy, peace, social justice, and human rights, including trade union rights and the right to education.</li> <li>• Education International advocates equity in society. It combats racism and xenophobia. EI policies, programmes and advocacy efforts promote social justice and challenge all forms of discrimination, whether based on age, disability, ethnicity or indigeneity, gender, gender identity or sexual orientation, language, marital status, migratory status, political activism, religion, socio-economic status, trade union affiliation, among others.</li> <li>• Education International works with other Global Union Federations and other friendly organisations to promote and achieve solidarity.</li> </ul> <p>Website: <a href="https://www.ei-ie.org/en">https://www.ei-ie.org/en</a></p>		
Period (you can mark 1, 2 or all 3 periods)	<input checked="" type="checkbox"/> January – March (winter)	<input checked="" type="checkbox"/> May onwards (summer)	<input checked="" type="checkbox"/> August onwards (fall)
Methodology	<input type="checkbox"/> Only remote	<input type="checkbox"/> Only presential	<input checked="" type="checkbox"/> Flexible
Supervisor	To be defined		
Contact e-mail	<a href="mailto:Raphael.vanwoensel@ei-ie.org">Raphael.vanwoensel@ei-ie.org</a>		
Number of places (preferably, between 1 to 3; you can host one student per period)	3		

<p>Location of the internship/fieldwork offered</p>	<p>Education International Bd Bischoffsheim 15 1000 Brussels Belgium</p>
<p>Minimum requirements/interests</p>	<p>Interests</p> <ul style="list-style-type: none"> <li>- Share the organization core values and aims</li> <li>- Show interest in the Education sector current issues and challenges</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>- Fluency in English is required, knowledge of French and/or Spanish would be an asset</li> <li>- Demonstrate very good written communication skills</li> <li>- Highly skilled in collaborating with teammates and working autonomously with minimal supervision while exhibiting strong initiative and judgment</li> <li>- Able to grasp complex information and present it to diverse audiences in an accessible fashion</li> <li>- Able to effectively meet deadlines by managing multiple tasks at once</li> <li>- Able to work accurately with a strong attention to detail</li> </ul>
<p>Tasks assigned to the students</p>	<p>Projects and scope of tasks assigned to the interns will in so far this is possible, be aligned with the intern's expressed interests.</p> <p>The intern will be working with a supervisor in EI's Policy, Advocacy and Research team. The team engages in work to a) advocate for quality, equitable and inclusive education systems for all b) raise the status of the teaching profession and c) defend human and trade union rights.</p> <p>Projects may for example include work related to: the achievement of SDG 4; the privatisation of education; climate change education; teaching standards, working conditions; professional autonomy; the future of work in education and educational technologies; equity and inclusion including gender issues in education and education unions; and/or education for democracy.</p> <p>And the thereto-related tasks will vary from, for example:</p> <ul style="list-style-type: none"> <li>• Supporting the organisation of conferences or webinars for EI member organisations</li> <li>• Developing policy briefs</li> <li>• Engaging in desk-based research</li> <li>• Developing guidance documents on the global governance of education for member organisations</li> <li>• Supporting the coordination and launching of EI research publications.</li> </ul>
<p>Paid/Unpaid/Benefits</p>	<p>Small economic support.</p>



Official name of the institution/organization	Foundation for Environmental Education		
Brief description of the institution/organization	<p>The <a href="http://www.fee.global">Foundation for Environmental Education</a> (FEE) based in Copenhagen, is one of the world's largest Environmental Education organisations. Through our five programmes, we strive to make a difference every day, using a solution-based approach to empower people to create a more environmentally conscious world.</p> <p>While our Eco-Schools, Young Reporters for the Environment (YRE) and Learning about Forests (LEAF) programmes educate young people to cultivate a more environmentally conscious approach in their lives, FEE's Green Key and Blue Flag initiatives promote and enhance sustainable governance and business practices across the world. It is FEE's vision that its programmes empower people everywhere to live sustainably and in an environmentally conscious manner.</p> <p>Website: <a href="http://www.fee.global">www.fee.global</a></p> <p>As part of the GAIA 20:30 strategy, FEE is launching Research Collaboration with higher education institutions. It is designed for university students and faculties to conduct a thesis on a subject/topic related to one of the 5 programmes of the Foundation for Environmental Education. The objective is to assist researchers interested in doing their thesis on sustainability issues with mentorship, research, and financial support. At the end of the study, the researcher will present his/her findings to FEE with a written report and a presentation/webinar.</p> <p>For more information on the research topics visit: <a href="#">Research Collaboration — Eco Schools</a></p>		
Period (you can mark 1, 2 or all 3 periods)	<input type="checkbox"/> January – March (winter)	<input checked="" type="checkbox"/> May onwards (summer)	<input checked="" type="checkbox"/> August onwards (fall)
Methodology	<input type="checkbox"/> Only remote	<input type="checkbox"/> Only presential	<input checked="" type="checkbox"/> Flexible
Supervisor	Arnau Macià, Gosia Luszczek		
Contact e-mail	<a href="mailto:arnau@fee.global">arnau@fee.global</a> , <a href="mailto:gosia@fee.global">gosia@fee.global</a>		
Number of places (preferably, between 1 to 3; you can host one student per period)	2		

Location of the internship	Remote or Copenhagen, Denmark
Minimum requirements/interests	Knowledge in Education for Sustainable Development Curriculum development Communication Excellent English skills
Tasks assigned to the students	<ul style="list-style-type: none"> <li>- Engagement with programme management and development for Eco-Schools, LEAF and YRE</li> <li>- Development and implementation of education/communication campaigns</li> <li>- Support in day-to-day project management (Litter Less Plus Campaign, Warming-Waste-Water-Watts-Wildlife, FEE Academy)</li> <li>- Support with communications tasks</li> </ul>
Paid/Unpaid/Benefits	The purpose of the internship is to increase the skills and knowledge of the intern. The internship is unpaid, but interns will be offered a one-way ticket back to his/her home country of the max. value of 250 Euro. If the destination can be reached by bus/train, this is highly recommended.



Official name of the institution/organization	International Association for the Evaluation of Educational Achievement (IEA)		
Brief description of the institution/organization	<p>IEA is an international cooperative of national research institutions, governmental research agencies, scholars, and analysts working to research, understand, and improve education worldwide. We conduct high-quality, large-scale comparative studies of education across the globe in order to provide educators, policymakers, and parents with insights into how students perform. More than 60 countries are actively involved in the IEA network, and over 100 education systems participate in our studies.</p> <p>Our flagship studies include the Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS), International Civic and Citizenship Education Study (ICCS), and International Computer and Information Literacy Study (ICILS). Our comparative studies of education systems across the world enable better understanding of the policies and practices that foster educational progress and play a critical role in helping nations build their own knowledge and research capacity.</p> <p>Website: <a href="https://www.iea.nl/">https://www.iea.nl/</a></p>		
Period (you can mark 1, 2 or all 3 periods)	<input type="checkbox"/> January – March (winter)	<input checked="" type="checkbox"/> May onwards (summer)	<input checked="" type="checkbox"/> August onwards (fall)
Methodology	<input type="checkbox"/> Only remote	<input checked="" type="checkbox"/> Only presential	<input type="checkbox"/> Flexible
Supervisor	Dr. Lauren Musu		
Contact e-mail	l.musu@iea.nl		
Number of places (preferably, between 1 to 3; you can host one student per period)	1 per period indicated		
Location of the internship	Amsterdam, the Netherlands		
Minimum requirements/interests	Interest in research and educational assessment Some basic knowledge of statistics		

Tasks assigned to the students

Tasks assigned can be somewhat tailored to student interests. In general, time would be split between work on a research project using data from one of our flagship studies and hands-on tasks representative of the work we do. Examples of tasks include:

- Conceptualize and carry out a research study for publication as a Compass Brief or presentation at a research conference
- Facilitate the translation verification process for country instruments
- Assist with organizing and tracking work on international quality control for study implementation
- Help produce infographics using IEA data
- Assist in the production of press packages, update social media accounts, and prepare other country communication



# INDEPENDENT DIPLOMAT

THE DIPLOMATIC ADVISORY GROUP

Official name of the institution/organization	Independent Diplomat		
Brief description of the institution/organization	<p>Independent Diplomat (ID) is a unique non-profit venture in the world of international relations, diplomacy and conflict prevention. Staffed by former diplomats, international lawyers and experts in international relations, ID offers independent and confidential advice and assistance on diplomatic technique and strategy to governments, international institutions, non-governmental organizations and political groups. ID currently operates from New York, Brussels, London, and Geneva.</p> <p>Due to the ongoing challenges in response to the COVID pandemic, we have closed all our physical offices. Instead our teams are working remotely from home. In this sense we are flexible with methodology for the internship positions. We are keeping the situation on constant review and will adapt our policies dependent on the state of the pandemic.</p> <p>Website: <a href="https://independentdiplomat.org/">https://independentdiplomat.org/</a></p>		
Period (you can mark 1, 2 or all 3 periods)	<input checked="" type="checkbox"/> January – March (winter)	<input checked="" type="checkbox"/> May onwards (summer)	<input checked="" type="checkbox"/> August onwards (fall)
Methodology	<input checked="" type="checkbox"/> Only remote	<input type="checkbox"/> Only presential	<input type="checkbox"/> Flexible
Supervisor	Cat Evans, Director of European Operations		
Contact e-mail	Cat.Evans@independentdiplomat.org		
Number of places (preferably, between 1 to 3; you can host one student per period)	1 student per period		
Location of the internship/fieldwork offered	Brussels / remote working		
Minimum requirements/interests	<p>Successful applicants will demonstrate an interest in international affairs and multilateral diplomacy. Relevant knowledge or experience on the UN or EU would be desirable.</p> <p><b><u>Required skills and experience</u></b></p> <ul style="list-style-type: none"> <li>- Fluency in English, knowledge of French desirable;</li> <li>- Excellent written and verbal communication skills;</li> <li>- Creativity and dynamism, and a passion for the work;</li> <li>- Interest in working as part of a small team and in taking on tasks independently;</li> <li>- Strong research and computer software skills;</li> </ul>		

	<p>- The ability to multi task.</p>
<p>Tasks assigned to the students</p>	<p>Assist ID Brussels with the delivery of political advice and support to ID clients; Primarily support the following projects on: Mali or related to EU diplomacy. Diplomatic reporting and developments on the above projects; Research and administrative support for the ID Brussels office</p>





Official name of the institution/organization	International Organization for Migration (IOM)- UN Migration Agency		
Brief description of the institution/organization	<p>Established in 1951, IOM, the UN Migration Agency, works closely with governmental, intergovernmental and non-governmental partners. IOM is dedicated to promoting humane and orderly migration for the benefit of all.</p> <p>The Labour Mobility and Social Inclusion Division, as part of the Department of Programme Support and Migration Management, is responsible for providing policy and operational guidance in programme development and technical support for labour mobility and facilitated migration initiatives. The Division helps building field capacities to address the individual needs of governments and migrants, to develop and implement projects in the field of labour mobility and to promote migrant workers' responsibilities and rights. It also supports the implementation of actions and development of policies to help creating an environment in which migrants can support their societies and develop their individual and collective potential to contribute to sustainable development and poverty reduction for the benefit of migrants, their families and communities, and of the countries of origin and destination.</p> <p>As part of LHD, the <a href="#">Integration and Migrant Training (IMT) Unit</a> contributes to the IOM's comprehensive and whole-of-society approach to migrant integration in order to ensure that migrants are prepared before their departure, allowing them to successfully integrate in their host societies. The Unit technically oversees the Organization's portfolio on migrant integration and social cohesion, including pre- and post-arrival orientation and support services. The Unit also manages the Joint Global Initiative on Diversity, Inclusion and Social Cohesion (DISC) which currently rolls out a survey-based measurement tool on migrant integration in the Latin America and the Caribbean Region. An important focus of the unit's work is developing data-driven and innovative solutions to more holistic integration service provision at different stages of the migration process and community-led interventions to facilitate social cohesion between migrants and communities.</p> <p>Website: <a href="https://www.iom.int/">https://www.iom.int/</a></p>		
Period (you can mark 1, 2 or all 3 periods)	<input checked="" type="checkbox"/> January – March (winter)	<input checked="" type="checkbox"/> May onwards (summer)	<input checked="" type="checkbox"/> August onwards (fall)
Methodology	<input type="checkbox"/> Only remote	<input type="checkbox"/> Only presential	<input checked="" type="checkbox"/> Flexible
Supervisor	Ace Dela Cruz (project coordinator on migrant integration and social cohesion)		
Contact e-mail	acedelacruz@iom.int		
Number of places (preferably, between 1 to 3; you can host one student per period)	1 per period		

Location of the internship	Geneva, Switzerland or remote, ideally based on the same / close to the same timezone as Switzerland (CET)
Minimum requirements/interests	<p>Qualifications and experience</p> <ul style="list-style-type: none"> <li>· Strong organizational skills;</li> <li>· Ability to work effectively and harmoniously in a team of colleagues of varied cultural and professional backgrounds;</li> <li>· Practical experience of how to multi-task, prioritize and work independently;</li> <li>· Civic engagement on refugees and migrant issues would be an advantage.</li> </ul> <p>Computer Skills</p> <ul style="list-style-type: none"> <li>· Strong writing and editing skills utilizing all Office applications.</li> <li>· Strong research skills utilizing internet applications and use of databases.</li> </ul> <p>Language Skills</p> <ul style="list-style-type: none"> <li>· Excellent knowledge of spoken and written English; working knowledge of Spanish and French is desirable</li> </ul>
Tasks assigned to the students	<ol style="list-style-type: none"> <li>1. Provide general liaison, research and administrative support for the roll out of projects within HQ and across different IOM missions in the areas of sustainable resettlement and complementary pathways, integration and social cohesion, digital inclusion, and other related topics.</li> <li>2. Provide assistance in managing and updating communication channels (IOM Website and DISC Sharepoint), developing and updating information materials such as the unit's thematic infosheets, DISC digests, news articles, PPTs and other relevant materials.</li> <li>4. Provide technical support, in collaboration with Head of Unit and project coordinator, in developing research and knowledge management activities including the development of issue briefs and other knowledge products related to migrant integration and training, and collection of innovative interventions and resources related to pre-and post-arrival orientation, private sector engagement, labour market inclusion of migrants, digital inclusion, etc.</li> <li>5. Provide administrative and technical assistance for the organization of remote webinars and meetings with IOM counterparts, and relevant stakeholders, and take notes as needed.</li> <li>6. Develop short analytical papers drawing on using data from the multi-country survey on migrant integration in the Latin America and the Caribbean (LAC) region and contribute to project development for replicating approaches to measuring integration in other regions.</li> <li>7. Support, in collaboration with other LMI units focal points, the development and tracking of deliverables under the Labour Mobility and Social Inclusion Strategy</li> <li>8. Undertake any other task as may be required</li> </ol>



Official name of the institution/organization	Catholic University of Applied Sciences Freiburg (Germany)		
Brief description of the institution/organization	a modern university for Inclusive Education, Social Work, and Health offering state of the art teaching and research facilities		
Period (you can mark 1, 2 or all 3 periods)	<input checked="" type="checkbox"/> January – March (winter)	<input checked="" type="checkbox"/> May onwards (summer)	<input checked="" type="checkbox"/> August onwards (fall)
Methodology	<input type="checkbox"/> Only remote	<input type="checkbox"/> Only presential	<input checked="" type="checkbox"/> Flexible
Supervisor	Florian Kiuppis, PhD (2014 in Comparative Education, Humboldt University, Berlin), now Professor of Theories, Concepts and Methods of Inclusive Education		
Contact e-mail	<a href="mailto:florian.kiuppis@kh-freiburg.de">florian.kiuppis@kh-freiburg.de</a>		
Number of places (preferably, between 1 to 3; you can host one student per period)	1-2		
Location of the internship	Catholic University of Applied Sciences Freiburg, Karlstr. 63, 79104 Freiburg, Germany  Freiburg is the sunniest city in Germany, Black Forest region (three country border between Germany, France and Switzerland)		
Minimum requirements/interests	None		
Tasks assigned to the students	<p>Intern/Fieldworker will be involved in follow up of European Project on Baskin (Inclusive Basketball) that was funded by Erasmus+ (small collaborative partnership involving institutions/organization in Italy, France, Greece, Luxembourg, Spain)</p> <ul style="list-style-type: none"> <li>• Assisting the monitoring and evaluation of project</li> <li>• Participating in weekly training of inclusive sports in Freiburg (that the student(s) join the physical activity is not an obligation)</li> <li>• Conducting qualitative research in connection with the inclusive sport project</li> </ul>		



Network for international policies and  
cooperation in education and training

Réseau sur les politiques et la coopération  
internationales en éducation et en formation

Official name of the institution/organization	NORRAG		
Brief description of the institution/organization	<p>NORRAG is a global network of over 5,000 members for international policies and cooperation in education and training. NORRAG's core mandate is to produce, disseminate and broker critical knowledge, and to build capacity for and with the wide range of stakeholders who constitute our network. Our stakeholders from academia, governments, NGOs, international organizations, foundations, and the private sector inform and shape education policies and practice at national and international levels. Through our work, NORRAG contributes to creating the conditions for more participatory, evidence-informed decisions that improve equal access to and quality of education and training.</p> <p>Website: <a href="https://www.norrag.org/about-us/">https://www.norrag.org/about-us/</a></p>		
Period (you can mark 1, 2 or all 3 periods)	<input type="checkbox"/> January – March (winter)	<input type="checkbox"/> May onwards (summer)	<input checked="" type="checkbox"/> August onwards (fall)
Methodology	<input type="checkbox"/> Only remote	<input type="checkbox"/> Only presential	<input checked="" type="checkbox"/> Flexible
Supervisor	Gita Steiner-Khamsi Chanwoong Baek		
Contact e-mail	<a href="mailto:gita.steiner-khamsi@graduateinstitute.ch">gita.steiner-khamsi@graduateinstitute.ch</a> <a href="mailto:chanwoong.baek@graduateinstitute.ch">chanwoong.baek@graduateinstitute.ch</a>		
Number of places (preferably, between 1 to 3; you can host one student per period)	1		
Location of the internship	Geneva, Switzerland or remote		
Minimum requirements/interests	<ul style="list-style-type: none"> <li>• Have an interest and background in comparative and international education policy or other relevant disciplines</li> <li>• Previous experience with data analysis</li> <li>• Great organizational and communication skills</li> </ul>		
Tasks assigned to the students	<p>Support with research, outreach, and publications tasks as directed by the NORRAG project leaders:</p> <ul style="list-style-type: none"> <li>• Providing technical support during events and webinars</li> <li>• Coordination for various meetings, events, and activities</li> <li>• Data collection and analysis</li> <li>• Providing edits to documents and publications</li> <li>• Aiding in drafting website posts</li> </ul>		


**NORWEGIAN  
 REFUGEE COUNCIL**

Official name of the institution/organization	Norwegian Refugee Council		
Brief description of the institution/organization	<p>Established in 1946, NRC is an independent, humanitarian, non-profit, non-governmental organisation working in over 30 countries. We employ a rights based approach, challenging those with responsibility to uphold the rights of displaced people set out within national and International Laws. We do this through our programmes, where we provide assistance to meet immediate humanitarian needs, prevent further displacement and contribute to durable solutions. At the root of our programmes are our solid technical expertise and specific sectorial knowledge aiming for the highest possible quality, whether in stand-alone or integrated approaches.</p> <p>NRC aims to ensure that children and youth affected by displacement enjoy quality education that is relevant to their psychosocial, emotional and cognitive development, across all phases of displacement. We provide opportunities for school-aged children (6 to 18 years old) to complete a full cycle of basic education, and diverse learning pathways across the education continuum for youth (15 to 24 years old). Our core target group consists of children and youth who are out of school or have had their education interrupted. Within these parameters, NRC engages in four Strategic Response Areas of the Education Core Competency;</p> <ul style="list-style-type: none"> <li>• Support to formal basic education</li> <li>• First phase education response</li> <li>• Alternative education</li> <li>• Youth education &amp; training</li> </ul> <p>Website: <a href="https://www.nrc.no/">https://www.nrc.no/</a></p>		
Period (you can mark 1, 2 or all 3 periods)	<input checked="" type="checkbox"/> January – March (winter)	<input type="checkbox"/> May onwards (summer)	<input type="checkbox"/> August onwards (fall)
Methodology	<input checked="" type="checkbox"/> Only remote	<input type="checkbox"/> Only presential	<input type="checkbox"/> Flexible
Supervisor	Ed-Tech: Lynda Kigera BLP: Camilla Lodi		
Contact e-mail	<a href="mailto:Lynda.kigera@nrc.no">Lynda.kigera@nrc.no</a> <a href="mailto:Camilla.lodi@nrc.no">Camilla.lodi@nrc.no</a>		
Number of places (preferably, between 1 to 3; you can host one student per period)	2		
Location of the internship	Remote/ Home Based		

<p>Minimum requirements/interests</p>	<p>Ed-Tech: Preferably some interest and knowledge in Education and Technology and how technology can support learning and teaching.</p> <p>Better Learning Programme (BLP): interest in child and youth wellbeing and the impact stress and trauma can have on learning. Interest in psychosocial support programming in relation to education and in Monitoring and Evaluation of education programming.</p>
<p>Tasks assigned to the students</p>	<p>The <b>Ed-Tech intern</b> will work closely together with the Global Ed-Tech Specialist, both supporting project work as well as on internal communications and information management. The tasks assigned for the Ed-Tech internship are threefold:</p> <ol style="list-style-type: none"> <li>1. Support the NRC Global Ed-Tech Specialist in managing the Microsoft Global Grant, which aims at providing refugee youth (14- 24 years old) with access to online (accredited) training courses and matching them to internships and job-opportunities. The project is implemented in Uganda, Kenya, Ethiopia, Jordan and Palestine;</li> <li>2. Write and collate the NRC Education Newsletter, providing all education staff with updates and news from the HO Education Team, in cooperation with the global education team and regional education advisers;</li> <li>3. Update the online (O365) Education Library based on the new Global Education Strategy for the period 2022 – 2025 and develop a clear and accessible repository of most important guidance and tools. The global education library includes all guidance, tools, reports and research relevant for education colleagues in the field. Structure needs to be revisited and content updated in order for it to be more accessible.</li> </ol> <p>The Better Learning Program (BLP) is NRC’s approach to classroom based psychosocial support to children to support them in coping with the stress and trauma conflict and displacement causes. The <b>BLP intern</b> will work closely together with the Head of the Global BLP Unit and the global M&amp;E adviser, who supports the BLP team in monitoring and evaluation. The tasks for the BLP internship include:</p> <ol style="list-style-type: none"> <li>1. Support the revision of the global M&amp;E tools included in the BLP M&amp;E toolkit, measuring the effectiveness and efficiency of the BLP program at country office level;</li> <li>2. Support in the tracking of and analysis of BLP indicators;</li> <li>3. Support in developing online data gathering forms.</li> </ol>





**OFSE**  
Austrian Foundation  
for Development Research

Official name of the institution/organization	Austrian Foundation for Development Research – Österreichische Forschungsstiftung für Internationale Entwicklung (ÖFSE)		
Brief description of the institution/organization	<p>ÖFSE – the <b>Austrian Foundation for Development Research</b> – is Austria's leading research and information centre on development cooperation and development policy. The foundation has been at the service of the interested public ever since its establishment in 1967.</p> <p>Research at ÖFSE is interdisciplinary and practice oriented. Its Science &amp; Research department offers <b>information, analysis and advice</b> on the following topics:</p> <ul style="list-style-type: none"> <li>• Austrian and International Development Policy</li> <li>• Education and Development</li> <li>• International Trade and Global Value Chains</li> <li>• Private Sector Development (PSD) and Industrial Policy</li> <li>• Commodities and Development</li> <li>• Stakeholder participation, process design and facilitation</li> </ul> <p>Website: <a href="https://www.oefse.at/en/">https://www.oefse.at/en/</a></p>		
Period (you can mark 1, 2 or all 3 periods)	<input checked="" type="checkbox"/> January – March (winter)	<input type="checkbox"/> May onwards (summer)	<input checked="" type="checkbox"/> August onwards (fall)
Methodology	<input type="checkbox"/> Only remote	<input type="checkbox"/> Only presential	<input checked="" type="checkbox"/> Flexible
Supervisor	Margarita Langthaler		
Contact e-mail	m.langthaler@oefse.at		
Number of places (preferably, between 1 to 3; you can host one student per period)	1		
Location of the internship	ÖFSE, Sensengasse 3, 1090 Vienna, Austria		
Minimum requirements/interests	Bachelor in social sciences, economies or humanities; interest in development issues, in particular education and VET (vocational education and training) policies in developing countries.		

Tasks assigned to the  
students

t.b.d.; Generally: participation in current projects, e.g. literature research and review, drafting of documents or parts of documents, data assessment, contribution to organization of conferences etc.



## PEHRC

### *The Privatisation in Education and Human Rights Consortium*

Official name of the institution/organization	The Privatisation in Education and Human Rights Consortium		
Brief description of the institution/organization	<p>The Privatisation in Education and Human Rights Consortium (PEHRC) is an informal network of national, regional and global organisations and individuals who collaborate to analyse and respond to the challenges posed by the rapid growth of private actors in education from a human rights perspective and propose alternatives.</p> <p>Website: <a href="https://www.educationbeforeprofit.org/">https://www.educationbeforeprofit.org/</a></p>		
Period (you can mark 1, 2 or all 3 periods)	<input checked="" type="checkbox"/> January – March (winter)	<input checked="" type="checkbox"/> May onwards (summer)	<input checked="" type="checkbox"/> August onwards (fall)
Methodology	<input checked="" type="checkbox"/> Only remote	<input type="checkbox"/> Only presential	<input type="checkbox"/> Flexible
Supervisor	Alice Beste		
Contact e-mail	pehrc.coordinator@gmail.com		
Number of places (preferably, between 1 to 3; you can host one student per period)	There is no limit		
Location of the internship	Online		
Minimum requirements/interests	Interest in the topic of strengthening public sector services, particularly allowing for the right to education to be fulfilled, concerned about the increased privatization of education. Signs up to PEHRC's values.		

Tasks assigned to the students

- Joining all PEHRC calls, meeting and engaging with members from 80 civil society organisations.
- Monitoring privatization of education and public education in the news and creating weekly briefing and updating our extensive monitoring database on the subject.
- Support in the preparation of learning sessions (webinars for members)
- Keeping our global calendars up-to-date – attending global events online and feeding back to the network
- Support for the preparation of events
- Research on specific areas related to privatization: EdTech, Public Private Partnerships etc.
- Producing concept notes, briefs, analysis documents, Miro-Boards on specific subjects for members to engage with
- Support in the development and upkeep of the website and different communication platforms (internal and external)

Paid/Unpaid/Benefits

Small stipend available of 100 Euros per month.  
Ideally 2-3 days commitment per week.



Official name of the institution/organization	UAB/GLANCE Lab		
Brief description of the institution/organization	<p>GLANCE is a research Lab focusing on global and comparative studies in education that is part of the UAB GEPS centre. In the context of the Lab we are conducting several research projects on educational reform (with a focus on marketization, privatization, digitalization and new public management), and teachers' protests. We combine a plurality of methods that include survey experiments, interviews, policy document analysis and systematic literature reviews. We also have a reading group that meets every two weeks. This appointment is especially relevant for those students that consider conducting PhD research after GLOBED.</p> <p>Website: <a href="http://reformedproject.eu/">http://reformedproject.eu/</a></p>		
Period (you can mark 1, 2 or all 3 periods)	<input checked="" type="checkbox"/> January – March (winter)	<input checked="" type="checkbox"/> May onwards (summer)	<input type="checkbox"/> August onwards (fall)
Methodology	<input type="checkbox"/> Only remote	<input type="checkbox"/> Only presential	<input checked="" type="checkbox"/> Flexible
Supervisor	Toni Verger		
Contact e-mail	<a href="mailto:tverger@gmail.com">tverger@gmail.com</a>		
Number of places (preferably, between 1 to 3; you can host one student per period)	1		
Location of the internship/fieldwork offered	Barcelona (UAB)		
Minimum requirements/interests	Educational reform, political economy, policy sociology		
Tasks assigned to the students	<ul style="list-style-type: none"> <li>- Attend team meetings.</li> <li>- Data collection and analysis through different methods.</li> <li>- Attend research seminars and journal clubs related to the project contents.</li> </ul>		



Official name of the institution/organization	SUMMA – Laboratory for Research and Innovation in Education in Latin America and the Caribbean		
Brief description of the institution/organization	<p>SUMMA was created in 2016 by the Inter-American Development Bank (IDB) and Fundación Chile, with the support of the Education Ministries of Brazil, Chile, Colombia, Ecuador, Guatemala, Honduras, Mexico, Panamá, Peru and Uruguay. Since 2018, the Ministries of Guatemala, Honduras and Panama have also joined SUMMA.</p> <p>Its mission is to contribute to and increase the quality, equity and inclusion of the educational systems in the region, through the improvement of the decision-making process regarding educational policies and practices. For this purpose, SUMMA works in the following areas: (a) generating knowledge and evidence through cutting edge research on key matters of education policy, (b) boosting innovation in education through the promotion of policies that are innovative and have proven effectiveness, and c) stimulating the collaboration and exchange of knowledge between policy makers, academics, innovators, directors and educators.</p> <p>Website: <a href="https://www.summaedu.org/">https://www.summaedu.org/</a></p>		
Period (you can mark 1, 2 or all 3 periods)	<input checked="" type="checkbox"/> January – March (winter)	<input type="checkbox"/> May onwards (summer)	<input type="checkbox"/> August onwards (fall)
Methodology	<input checked="" type="checkbox"/> Only remote	<input type="checkbox"/> Only presential	<input type="checkbox"/> Flexible
Supervisor	María José Sepúlveda		
Contact e-mail	mariajose.sepulveda@summaedu.org		
Number of places (preferably, between 1 to 3; you can host one student per period)	2		
Location of the internship	Remote		
Minimum requirements/interests	- Interest in contributing with evidence and suggestions for public policies to guarantee the right to education for all in the Global South.		

	<ul style="list-style-type: none"> <li>- Experience in social research and/or evaluation of projects or social interventions.</li> <li>- Areas of interest: Education Policy and Research; Evaluation and Assessment; Educational Innovations.</li> </ul>
<p>Tasks assigned to the students</p>	<ul style="list-style-type: none"> <li>- To characterize the interventions, schools and beneficiaries associated with a Global Initiative focused on Latin America, with the objective of identifying the similarities and differences between local interventions and the global proposal. This will be done through the creation of characterization sheets, and using existing theories of change at the local level. The objective is to know in detail the work of each implementing team in nine Latin American countries where the program is implemented.</li> <li>- Additionally, it should support in the collection of information from key actors, through online interviews in order to identify perceptions of program compliance for each local context.</li> <li>- The activities to be developed are the following:             <ol style="list-style-type: none"> <li>1.1 Review background and documentation of interventions by country (existing local theory of change, description of activities, implementers and beneficiaries).</li> <li>1.2 Generate characterization sheets, establishing the relevant dimensions based on the local and global theories of change.</li> <li>1.3 Analyze the coherence, similarities and differences between the activities and objectives of the interventions.</li> <li>1.4 Conduct interviews with local implementers in order to complement information and characterize the experience and maturity of the executing institutions.</li> </ol> </li> </ul>
<p>Paid/Unpaid/Benefits</p>	<p>The successful applicant would join a stimulating work environment, including staff with high international qualifications.</p> <p>If the intern wants to travel to Chile, we have an office for on-site work.</p> <p>Unpaid, but SUMMA offers a monthly bonus of US \$130.</p>



Official name of the institution/organization	SUMMA – Laboratory for Research and Innovation in Education in Latin America and the Caribbean		
Brief description of the institution/organization	<p>SUMMA was created in 2016 by the Inter-American Development Bank (IDB) and Fundación Chile, with the support of the Education Ministries of Brazil, Chile, Colombia, Ecuador, Guatemala, Honduras, Mexico, Panamá, Peru and Uruguay. Since 2018, the Ministries of Guatemala, Honduras and Panama have also joined SUMMA.</p> <p>Its mission is to contribute to and increase the quality, equity and inclusion of the educational systems in the region, through the improvement of the decision-making process regarding educational policies and practices. For this purpose, SUMMA works in the following areas: (a) generating knowledge and evidence through cutting edge research on key matters of education policy, (b) boosting innovation in education through the promotion of policies that are innovative and have proven effectiveness, and c) stimulating the collaboration and exchange of knowledge between policy makers, academics, innovators, directors and educators.</p> <p>Website: <a href="https://www.summaedu.org/">https://www.summaedu.org/</a></p>		
Period (you can mark 1, 2 or all 3 periods)	<input checked="" type="checkbox"/> January – March (winter)	<input checked="" type="checkbox"/> May onwards (summer)	<input type="checkbox"/> August onwards (fall)
Methodology	<input checked="" type="checkbox"/> Only remote	<input type="checkbox"/> Only presential	<input type="checkbox"/> Flexible
Supervisor	Javier González		
Contact e-mail	javier.gonzalez@summaedu.org		
Number of places (preferably, between 1 to 3; you can host one student per period)	1		
Location of the internship	Remote		
Minimum requirements/interests	<p>-Interest in contributing with evidence and suggestions for public policies to guarantee the right to education for all in the Global South.</p> <p>-Experience collecting and analyzing qualitative data (applying interviews, conducting Focus Groups, analyzing qualitative data).</p> <p>-Experience writing literature reviews.</p>		

<p>Tasks assigned to the students</p>	<ul style="list-style-type: none"> <li>-Literature reviews (Collection and systematization of peer-reviewed articles, international reports, book chapters). Priority topics: education financing, teacher professional development, inclusion in education of vulnerable groups (migrants, young people deprived of liberty, LGTBI+).</li> <li>-Assistance analyzing qualitative data.</li> <li>-Writing brief reports with results.</li> <li>- Coordination of meetings, focus groups, etc.</li> </ul>
<p>Paid/Unpaid/Benefits</p>	<p>The successful applicant would join a stimulating work environment, including staff with high international qualifications.</p> <p>If the intern wants to travel to Chile, we have an office for on-site work.</p> <p>Unpaid, but SUMMA offers a monthly bonus of US\$130.</p>



Official name of the institution/organization	SUMMA – Laboratory for Research and Innovation in Education in Latin America and the Caribbean		
Brief description of the institution/organization	<p>SUMMA was created in 2016 by the Inter-American Development Bank (IDB) and Fundación Chile, with the support of the Education Ministries of Brazil, Chile, Colombia, Ecuador, Guatemala, Honduras, Mexico, Panamá, Peru and Uruguay. Since 2018, the Ministries of Guatemala, Honduras and Panama have also joined SUMMA.</p> <p>Its mission is to contribute to and increase the quality, equity and inclusion of the educational systems in the region, through the improvement of the decision-making process regarding educational policies and practices. For this purpose, SUMMA works in the following areas: (a) generating knowledge and evidence through cutting edge research on key matters of education policy, (b) boosting innovation in education through the promotion of policies that are innovative and have proven effectiveness, and c) stimulating the collaboration and exchange of knowledge between policy makers, academics, innovators, directors and educators.</p> <p>Website: <a href="https://www.summaedu.org/">https://www.summaedu.org/</a></p>		
Period (you can mark 1, 2 or all 3 periods)	<input checked="" type="checkbox"/> January – March (winter)	<input checked="" type="checkbox"/> May onwards (summer)	<input checked="" type="checkbox"/> August onwards (fall)
Methodology	<input checked="" type="checkbox"/> Only remote	<input type="checkbox"/> Only presential	<input checked="" type="checkbox"/> Flexible (if the intern wants to travel to Chile)
Supervisor	Magdalena Flores-Ferrés (Ph.D)		
Contact e-mail	magdalena.flores@summaedu.org		
Number of places (preferably, between 1 to 3; you can host one student per period)	2		
Location of the internship	Remote (if the intern wants to travel to Chile, we have an office for on-site work.		
Minimum requirements/interests	<p>We would appreciate the contribution of three different profiles.</p> <p>Profile 1: Knowledge Management          High oral and written Spanish proficiency.          Experience and interest in organization and systematization of information.          Experience in the preparation and publication of dissemination publications for educational communities, policy makers, possible financers.</p>		



	<p> <b>Profile 2: Scaling strategy</b>            High oral and written Spanish proficiency.            Knowledge and experience regarding national and international educational organizations and networks (Desirable: in the Latin American and Caribbean context)            Knowledge and/or experience of commercial, marketing strategies, and/or fundraising.            Experience in the preparation and publication of dissemination publications for educational communities, policy makers, possible financiers or donors.            Interest in educational projects and contents.         </p> <p> <b>Profile 3: Research</b>            High Spanish and English proficiency.            Knowledge and experience in development, implementation and evaluation of educational projects.            Desirable: Knowledge and experience in quantitative and/or qualitative research methodologies. Experience in the preparation and publication of academic articles         </p> <p>           In all cases, Capacity for self-management, commitment, responsibility, discipline, excellent communicative skills and digital proficiency (especially in Google Workspace and Microsoft Office: Word, PowerPoint) are required.            Additionally, it is required to:           <ul style="list-style-type: none"> <li>- demonstrate sensitivity to, and respect for, a diverse population and gender identities.</li> <li>- maintain a cooperative working relationship and interact with all staff in a helpful, courteous and friendly manner.</li> </ul> </p>
<p>Tasks assigned to the students</p>	<p>SUMMA is currently implementing CHAKA educational program in five schools located in Arica, at the north of Chile.            To support the implementation and future design of the project, SUMMA would require from the applicant to contribute on at least one of the following tasks:</p> <ol style="list-style-type: none"> <li>1) To compile and systematize documents regarding CHAKA. This could require compiling and managing multiple documents using Microsoft Office and Google Workspace.</li> <li>2) To track data that has been collected regarding the implementation of the CHAKA project. This could require compiling, managing and/or analyzing data collected for the project.</li> <li>3) To contribute defining a scaling strategy for the CHAKA project, that could help disseminate a new version of it in the Latin American region and the Caribbean. This could require analyzing the program (products), mapping possible stakeholders, planning a strategy, and defining a roadmap.</li> <li>4) To assist the elaboration and publication of dissemination materials and/or academic publications. This could require to conduct a literature review, to plan a writing task and/or to write a report, among others.</li> </ol>

Paid/Unpaid/Benefits	<p>The specific projects and tasks associated with the internship will be determined based on the successful applicant's background and on-going needs of the various research areas.</p> <p>The successful applicant would join a stimulating work environment, including staff with high international qualifications and teachers working directly with schools, bridging evidence and practice.</p> <p>If the intern wants to travel to Chile, we have an office for on-site work.</p> <p>Unpaid, but SUMMA offers a monthly bonus of US\$130.</p>
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Official name of the institution/organization	Future of Learning and Innovation Team, Education Sector, UNESCO, Paris		
Brief description of the institution/organization	<p>UNESCO seeks to build peace through international cooperation in Education, the Sciences, and Culture. UNESCO's programmes contribute to the achievement of the Sustainable Development Goals defined in Agenda 2030, adopted by the UN General Assembly in 2015. In Education, UNESCO provides global and regional leadership, strengthens education systems worldwide, and responds to contemporary global challenges through education.</p> <p>Building on a continuous review of research production, an analysis of both global education policy and emerging megatrends, as well as broad online and offline consultations, the Future of Learning and Innovation team reinforces UNESCO's observatory function in education. It aims to strengthen UNESCO's capacity to guide and inform global and local policies, and lead the debate on the futures of education and learning, knowledge and innovation through interdisciplinary research, foresight, networks and partnerships.</p> <p>Website: <a href="https://en.unesco.org/futuresofeducation/">https://en.unesco.org/futuresofeducation/</a></p>		
Period (you can mark 1, 2 or all 3 periods)	<input checked="" type="checkbox"/> January – March (winter)	<input type="checkbox"/> May onwards (summer)	<input checked="" type="checkbox"/> August onwards (fall)
Methodology	<input type="checkbox"/> Only remote	<input type="checkbox"/> Only presential	<input checked="" type="checkbox"/> Flexible
Supervisor	Keith Holmes		
Contact e-mail	<a href="mailto:k.holmes@unesco.org">k.holmes@unesco.org</a>		
Number of places (preferably, between 1 to 3; you can host one student per period)	2		
Location of the internship	Paris, or online depending on the health situation and available office space.		
Minimum requirements/interests	<p>International and comparative education; Education research and foresight; Interest in international development cooperation.</p> <p>Excellent English and good French language skills are essential. Working</p>		

	<p>knowledge of another UN language is desirable. Interns will need their own laptops, as individual desk space may not be assured.</p>
<p>Tasks assigned to the students</p>	<p>Contribute to the research and foresight function of UNESCO's Education Sector by contributing to literature reviews, forward-looking research, data analysis, reports and working papers and their dissemination, with a particular focus on the Futures of Higher Education and in collaboration with UNESCO Chairs and UNITWIN Networks.</p> <p>Assist team members with the observatory function by monitoring recent trends and developments and identifying resources available online (e.g. journalism, essays, blogs, multi-media, research and reports) on the futures of education and learning, knowledge, and innovation.</p>



# unesco

## Global Education Monitoring Report

Official name of the institution/organization	Global Education Monitoring (GEM) Report		
Brief description of the institution/organization	Editorially independent report hosted by UNESCO, with the mandate to monitor progress on education in the SDGs  Website: <a href="https://www.unesco.org/gem-report/en">https://www.unesco.org/gem-report/en</a>		
Period (you can mark 1, 2 or all 3 periods)	<input checked="" type="checkbox"/> January – March (winter)	<input checked="" type="checkbox"/> May onwards (summer)	<input checked="" type="checkbox"/> August onwards (fall)
Methodology	<input type="checkbox"/> Only remote	<input type="checkbox"/> Only presential	<input checked="" type="checkbox"/> Flexible
Supervisor	TBD		
Contact e-mail	<a href="mailto:d.davydov@unesco.org">d.davydov@unesco.org</a>		
Number of places (preferably, between 1 to 3; you can host one student per period)	2 per period		
Location of the internship	Paris, France and/or remote		
Minimum requirements/interests	<ul style="list-style-type: none"> <li>• Interest in latest developments, research and evidence in education</li> <li>• Strong analytical proficiency with qualitative and quantitative skills</li> <li>• Excellent command of English including drafting skills</li> <li>• Knowledge of other official UN languages an asset</li> <li>• Flexible and great team player</li> </ul>		
Tasks assigned to the students	<p>There is flexibility to tailor tasks depending on the students' interests. During 2023, students will support the GEM Report in one of the following workstreams:</p> <ul style="list-style-type: none"> <li>• Development of the Southeast Asia regional report on technology and education</li> <li>• Development of the 2024 GEM Report on leadership and education</li> <li>• Development of the GEM Report country profiles on laws and policies related to theme of the global report</li> <li>• Development of the GEM Report Spotlight series on foundational learning in Africa, with a specific focus on curating data and evidence that pertain to schooling conditions, teaching practices and education interventions and policies.</li> <li>• Support in monitoring global progress towards SDG4.</li> </ul>		



Official name of the institution/organization	United Nations Educational, Scientific and Cultural Organization (UNESCO)		
Brief description of the institution/organization	UN Agency Website: <a href="https://en.unesco.org/themes/gced">https://en.unesco.org/themes/gced</a>		
Period (you can mark 1, 2 or all 3 periods)	<input checked="" type="checkbox"/> January – March (winter)	<input type="checkbox"/> May onwards (summer)	<input type="checkbox"/> August onwards (fall)
Methodology	<input type="checkbox"/> Only remote	<input checked="" type="checkbox"/> Only presential (UNESCO has a 2-day telework policy)	<input type="checkbox"/> Flexible
Supervisor	Lydia RUPRECHT (immediate supervisor)		
Contact e-mail	l.ruprecht@unesco.org		
Number of places (preferably, between 1 to 3; you can host one student per period)	1		
Location of the internship/fieldwork offered	Paris (Education Sector, Section on Global Citizenship and Peace Education)		
Minimum requirements/interests	Bachelor degree in education, social sciences, humanities or other subjects related to Human Rights and GCED. Thorough knowledge of English or French. Some knowledge of Spanish would be an asset.		

Tasks assigned to the students

Under the overall supervision of the Chief of Section of Global Citizenship and Peace Education, and the direct supervision of Ms Ruprecht in close collaboration with the other team's members, the incumbent will be supporting the Section's team in planning and implementing programmes on Global Citizenship Education, and more particularly on issues related to the revision of the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms

Tasks include:

- Writing background documents and carrying out research.
- Drafting of briefings and internal notes.
- Drafting of web articles and other communication products.
- Contributing to the drafting of concept notes and projects documents related to global, regional and national programmes.
- Providing technical and logistical support for the organisation of meetings and events.



Official name of the institution/organization	UNESCO Higher Education		
Brief description of the institution/organization	<p>UNESCO brings people and nations together through education, culture and science. Education transforms lives and is at the heart of UNESCO's mission to build peace, eradicate poverty and drive sustainable development. It is a human right for all throughout life. The Organization is the only United Nations agency with a mandate to cover all aspects of education. It has been entrusted to lead the Global Education 2030 Agenda through Sustainable Development Goal 4.</p> <p>UNESCO provides global and regional leadership in education, strengthens education systems worldwide and responds to contemporary global challenges through education with gender equality as an underlying principle. Its work encompasses quality educational development from pre-school to higher education and beyond.</p> <p>There are around 235 million students enrolled in universities around the world. Yet despite the boom in demand, the overall enrolment ratio is 40% with large differences between countries and regions. As the only United Nations agency with a mandate in higher education, UNSECO works with countries to ensure high quality higher education opportunities are available to everyone. It places a special focus on inclusion, the recognition of qualifications and quality assurance, particularly in developing countries.</p> <p>Website: <a href="https://www.unesco.org/en/education/higher-education">https://www.unesco.org/en/education/higher-education</a></p>		
Period (you can mark 1, 2 or all 3 periods)	<input checked="" type="checkbox"/> January – March (winter)	<input checked="" type="checkbox"/> May onwards (summer)	<input checked="" type="checkbox"/> August onwards (fall)
Methodology	<input type="checkbox"/> Only remote	<input type="checkbox"/> Only presential	<input checked="" type="checkbox"/> Flexible
Supervisor	Paz Portales		
Contact e-mail	<a href="mailto:p.portales@unesco.org">p.portales@unesco.org</a>		
Number of places (preferably, between 1 to 3; you can host one student per period)	1-3		
Location of the internship	Paris, France (UNESCO Headquarters)		



<p>Minimum requirements/interests</p>	<ul style="list-style-type: none"> <li>• Educational background focused on education (can be ongoing studies)</li> <li>• Experience and/or interest in working on themes of higher education, inclusion and equity</li> <li>• Proficiency in English (written and oral). Proficiency in another United Nations working language (French or Spanish) would be considered an asset.</li> </ul>
<p>Tasks assigned to the students</p>	<p>Under the overall authority of the Director of the Division for Education 2030, the direction of the Section Chief of Higher Education and the direct supervision of the Programme Specialist, the incumbent will perform the following tasks:</p> <ol style="list-style-type: none"> <li>1. Assist the Programme Specialist in the follow-up of the Roadmap of the World Higher Education Conference 2022 (WHEC2022) (please note this task only applies for the winter period): <ul style="list-style-type: none"> <li>• Provide technical support in the finalizing the WHEC2022 Roadmap.</li> <li>• Follow up on higher education activities related to the global disruption created by COVID-19.</li> <li>• Support UNESCO follow-up activities of the WHEC2022 Roadmap.</li> </ul> </li> <li>2. Assist the Programme Specialist in supporting the Campus Africa Initiative, focusing on building higher education systems and institutions that are inclusive and of high quality in the continent: <ul style="list-style-type: none"> <li>• Provide support in collecting higher education data on African countries and education systems.</li> <li>• Compile and analyze relevant literature to identify key challenges, priorities, and needs that have been articulated by African higher education institutions and students.</li> <li>• Support activities related to the digital platform which aims to share relevant information on higher education and mobilize cooperation to increase scholarships in developing countries.</li> <li>• Provide research and logistical support for the project, in particular, in relation to vulnerable populations and especially crisis-affected people.</li> <li>• Other activities as needed throughout the project.</li> </ul> </li> <li>3. Assist the Programme Specialist on the Section's initiatives focused on inclusion and the right to higher education: <ul style="list-style-type: none"> <li>• Carry out desk research on inclusion and equity policies of vulnerable groups in higher education.</li> <li>• Provide analysis of equity policies and inclusion in higher education as relevant.</li> <li>• Provide support to activities related to the UNESCO Qualifications Passport for Refugees and Vulnerable Migrants.</li> </ul> </li> <li>4. Assist the Programme Specialist on the HED Statistics Report: <ul style="list-style-type: none"> <li>• Support any tasks related to higher education data – including themes of participation, equity and inclusion, quality, financing, and the impact of COVID-19 (among others) – to help in providing advice on the development/improvement of higher education policies.</li> <li>• Provide technical support in the finalizing the report.</li> </ul> </li> </ol>



**unesco**

International Institute  
for Higher Education  
in Latin America and  
the Caribbean

Official name of the institution/organization	UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC)		
Brief description of the institution/organization	<p>UNESCO- IESALC has the mission of contributing to the development of national higher education systems and institutions in UNESCO member states, by ensuring their sustained relevance, quality, efficiency and equity and promoting regional and international cooperation and the participation of all actors involved. Even though, the institute has special ties with Latin American and Caribbean, since 2019, the UNESCO-IESALC advises policymakers and higher education managers globally, with an international team and English as the official working language.</p> <p>UNESCO-IESALC has become an international reference institution for the promotion of quality higher education for all by following these strategic directions.</p> <ol style="list-style-type: none"> <li>1. Committing to higher education as a universal right and a public good.</li> <li>2. Empowering institutions for a more responsive, relevant, and efficient provision.</li> <li>3. Nurturing innovation.</li> <li>4. Re-envisioning internationalization</li> </ol> <p>Website: <a href="https://www.iesalc.unesco.org/en/">https://www.iesalc.unesco.org/en/</a></p>		
Period (you can mark 1, 2 or all 3 periods)	<input checked="" type="checkbox"/> January – March (winter)	<input checked="" type="checkbox"/> May onwards (summer)	<input checked="" type="checkbox"/> August onwards (fall)
Methodology	<input checked="" type="checkbox"/> Only remote	<input type="checkbox"/> Only presential	<input type="checkbox"/> Flexible
Supervisor	Dr. Victoria Galán-Muros, Chief of Research and Analysis, UNESCO IESALC		
Contact e-mail	<a href="mailto:v.galan@unesco.org">v.galan@unesco.org</a>		
Number of places (preferably, between 1 to 3; you can host one student per period)	One or two places per period		
Location of the internship	Remotely		

<p>Minimum requirements/interests</p>	<p>UNESCO-IESALC is looking for talented and highly motivated students. The profile of the applicants must meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Be a national of a UNESCO Member State;</li> <li>• Be enrolled in the Master in Education Policies For Global Development (GLOBED) during the whole duration of the internship;</li> <li>• Proven English language proficiency (C1 level) for oral and written communication in an academic environment.</li> <li>• Interest in higher education policies</li> </ul> <p>The ideal candidate would have:</p> <ul style="list-style-type: none"> <li>• Experience in education or higher education policies</li> <li>• Experience working in international teams</li> <li>• Knowledge of other official languages of UNESCO</li> </ul>
<p>Tasks assigned to the students</p>	<p>The interns will be involved in several research projects at UNESCO-IESALC. The tasks that interns will be doing will range from design of new research lines, literature review, data analysis, policy reviews, reports and policy brief drafting, , research results dissemination and presentations, to technical cooperation with specific countries or proposal for new projects.</p> <p>This internship is a great opportunity for the selected candidates to:</p> <ul style="list-style-type: none"> <li>• Integrate in a truly international team of highly talented professionals and learn from them,</li> <li>• Increase your professional network,</li> <li>• Develop your knowledge of higher education and associated policies,</li> <li>• Gain valuable experience in a United Nation institute.</li> </ul>
<p>Paid/Unpaid/Benefits</p>	<p>Internships can be full or part time. A full-time internship is paid 300 USD.</p>



Official name of the institution/organization	IIEP-UNESCO		
Brief description of the institution/organization	<p>As the only specialized organization with the mandate to support educational policy, planning and management, IIEP plays a unique role within the United Nations system.</p> <p>It was established in 1963 as an integral part of UNESCO. The Institute is fully aligned with the objectives of the organization and contributes to its education planning. It develops the capacities of education actors to plan and manage their systems through its programmes of training, technical cooperation, policy research and knowledge sharing.</p> <p>Website: <a href="https://dakar.iiep.unesco.org/en">https://dakar.iiep.unesco.org/en</a></p>		
Period (you can mark 1, 2 or all 3 periods)	<input checked="" type="checkbox"/> January – March (winter)	<input checked="" type="checkbox"/> May onwards (summer)	<input checked="" type="checkbox"/> August onwards (fall)
Methodology	<input type="checkbox"/> Only remote	<input type="checkbox"/> Only presential	<input checked="" type="checkbox"/> Flexible
Supervisor	The supervisor will be a Gender at the Centre team member either Margherita Boccalatte, Jihane Lamouri, Cécile Giraud or Marc-Antoine Percier		
Contact e-mail	<a href="mailto:m.boccalatte@iiep.unesco.org">m.boccalatte@iiep.unesco.org</a> , <a href="mailto:c.jacquot@iiep.unesco.org">c.jacquot@iiep.unesco.org</a> ,		
Number of places (preferably, between 1 to 3; you can host one student per period)	3		
Location of the internship	Dakar, Senegal		
Minimum requirements/interests	Gender Education Education planning Gender-responsive budgeting		
Tasks assigned to the students	<p>Tasks include supporting the Gender at the Centre team in:</p> <ul style="list-style-type: none"> <li>- developing and implementing trainings for Ministry of Education staff;</li> <li>- researching topics on gender-related policies in education;</li> <li>- organizing and maintain political dialogue with the Ministries of education focal points;</li> <li>- organizing events and meetings on gender and education;</li> </ul>		



Official name of the institution/organization	International Institute for Educational Planning (IIEP)-UNESCO		
Brief description of the institution/organization	<p>As the only specialized organization with the mandate to support educational policy, planning and management, IIEP plays a unique role within the United Nations system. It was established in 1963 as an integral part of UNESCO. The Institute develops the capacities of education actors to plan and manage their systems through its programmes of training, technical cooperation, policy research and knowledge sharing.</p> <p>Website: <a href="https://www.iiep.unesco.org/en">https://www.iiep.unesco.org/en</a></p>		
Period (you can mark 1, 2 or all 3 periods)	<input checked="" type="checkbox"/> January – March (winter)	<input checked="" type="checkbox"/> May onwards (summer)	<input checked="" type="checkbox"/> August onwards (fall)
Methodology	<input type="checkbox"/> Only remote	<input type="checkbox"/> Only presential	<input checked="" type="checkbox"/> Flexible
Supervisor	Candy Lugaz, Barbara Tournier, Chloé Chimier		
Contact e-mail	c.lugaz@iiep.unesco.org		
Number of places (preferably, between 1 to 3; you can host one student per period)	1 to 2 per period proposed		
Location of the internship	7-9, rue Eugène Delacroix 75116 Paris, France		
Minimum requirements/interests	<p><b>Requirements:</b></p> <ul style="list-style-type: none"> <li>• Student (Master level in Comparative Education/Public Policy);</li> <li>• Excellent knowledge of English (spoken and written);</li> <li>• Good knowledge of Spanish and/or French (spoken and written);</li> <li>• Excellent analytical, synthesis and writing skills;</li> <li>• Qualitative and quantitative research skills;</li> <li>• Basics in communication skills;</li> <li>• Rigor and method ;</li> <li>• Autonomy ;</li> <li>• Curiosity and ability to work in a multicultural environment;</li> <li>• A general understanding of education and development issues</li> </ul>		

Tasks assigned to the students

### Research Internship description:

The intern will have the opportunity to support the work of the IIEP-UNESCO Technical Cooperation team, working closely with the cluster on Data and Evidence for Learning. In particular, the intern will provide support with the following projects:

- i) Research projects: '[Cities & Education 2030](#)', and 'Leveraging the potential of the middle tier' (to start in 2023), and activities related to Management for Learning, in line with [IIEP's Medium-Term Strategy \(MTS\) for 2022-2026](#). The intern will participate in the implementation of the research projects, in particular through literature reviews, conceptualization of research tools, quality control of research products, and writing and synthesis of research findings.
- ii) Design and revision of training programmes, and support to technical cooperation projects in particular in Guyana, Cambodia and/or Madagascar.

### Educational objectives:

The intern will be able to practice and develop her/his skills in the following areas:

- Qualitative data analysis;
- Synthesis and writing;
- Literature review;
- Working in an international environment;
- Working within the UN context

### Main activities:

Under the supervision of two Programme Specialists, the intern will:

- Conduct background research on selected topics;
- Support the drafting of syntheses and briefing notes;
- Support with the conceptualization of research tools;
- Contribute to the quality control of case studies;
- Participate in the organization of online meetings with research teams, and research webinars;
- Contribute to the design of training activities;
- Participate in technical cooperation activities related to the projects;
- Assist in other programme activities as required.

### Main expected results:

- Quality control of case studies completed successfully with the research project team
- Draft research tools (interview guides, questionnaires and/or surveys)
- Draft versions of research/policy briefs prepared
- Organization of online meetings with research teams, as well as

international webinars

- Literature reviews and documentary analysis
- Inputs towards updating training programmes





Official name of the institution/organization	UNESCO International Institute for Educational Planning (IIEP)		
Brief description of the institution/organization	<p>As the only specialized organization with the mandate to support educational policy, planning and management, IIEP plays a unique role within the United Nations system. It was established in 1963 as an integral part of UNESCO. The Institute is fully aligned with the objectives of the Organization and contributes to its education planning. It develops the capacities of education actors to plan and manage their systems through its programmes of training, technical assistance, policy research and knowledge sharing.</p> <p>Website: <a href="http://www.iiep.unesco.org/en">http://www.iiep.unesco.org/en</a></p>		
Period (you can mark 1, 2 or all 3 periods)	<input checked="" type="checkbox"/> January – March (winter)	<input type="checkbox"/> May onwards (summer)	<input checked="" type="checkbox"/> August onwards (fall)
Methodology	<input type="checkbox"/> Only remote	<input type="checkbox"/> Only presential	<input checked="" type="checkbox"/> Flexible
Supervisor	Muriel Poisson, Programme and Specialist, Research and Development Team		
Contact e-mail	<a href="mailto:m.poisson@iiep.unesco.org">m.poisson@iiep.unesco.org</a>		
Number of places (preferably, between 1 to 3; you can host one student per period)	1 in total. Preference for a student who would interested for a longer period (more than 3 months). Offices are quite empty in August.		
Location of the internship	UNESCO International Institute for Educational Planning (IIEP) 7-9, rue Eugène Delacroix 75016 Paris, France		
Minimum requirements/interests	<p>BA graduate or equivalent, but preferably MA student or graduate            Excellent English skills; French or Spanish would be an asset            Use of Microsoft Soft Office programme (Word, Excel, Power Point, Outlook)            Experience in website content management desired</p>		



Tasks assigned to the  
students

The intern will have the opportunity to support the work of the International Institute for Educational Planning (IIEP-UNESCO) in the area of open government in the education sector. Under the supervision of the Senior Programme Specialist, the intern will:

- Conduct applied research on the issue of open data and open government issues, focusing on citizen and youth participation in education with a view to improve quality and equity and achieve SDG4. She/he will benefit from the help of our experts in that field, as well as IIEP's widely developed documentation centre and its highly experienced staff;
- Help prepare synthesis notes and policy briefs within this framework;
- Participate in the design and preparation of policy fora, seminars, online training courses or other meetings organized in the field;
- Assist in developing the content [ETICO resource platform](#), which is a worldwide reference in the domain of ethics and corruption in education;
- Participate in the design of the new ETICO communication strategy (including on social media) in close consultation with IIEP's Communication Unit;
- Liaise with various international partners (development agencies, international organizations, civil society institutions, etc.) as needed;
- Attend events organised at IIEP premises on a variety of topics;
- Assist in other programme activities as required.



Official name of the institution/organization	International Institute for Educational Planning (IIEP) - UNESCO's Office for Latin America and the Caribbean
Brief description of the institution/organization	<p>IIEP UNESCO was created in 1963 with the mandate to assist member states in planning and managing educational policies. It currently has its headquarters in Paris, France, and two regional offices in Buenos Aires, Argentina, and Dakar, Senegal.</p> <p>IIEP-UNESCO's office for Latin America and the Caribbean in Buenos Aires was founded in 1998. After a long trajectory in the region, IIEP has developed a specific knowledge on the educational systems of Latin America, which allows to bring decision makers an updated and contextualized vision on transcendental issues for the planning, management and evaluation of educational policies. Within the framework of the Sustainable Development Goals, IIEP-UNESCO offers advice to the countries of the region in planning for the fulfilment of the objectives of the Education Agenda 2030.</p> <p>IIEP UNESCO's strategic Objectives:</p> <p><i>Integral development of capacities</i> The first strategic objective aims to train qualified professionals in strategic planning, management and evaluation of educational policies, and is aimed at decision makers in the educational field, specifically ministerial technical teams.</p> <p><i>Production and dissemination of knowledge</i> This strategic objective generates useful knowledge for ministries of education through applied research projects to enrich the educational debate, highlight current trends in the region, and identify national and regional challenges.</p> <p>According to the call for applications, the internship could be undertaken in one of the following areas of the Institute:</p> <p><b>Training:</b> In this line of work, IIEP offers different programs and regular training courses for government representatives at local, national and regional levels, on various topics related to educational policy planning and management. IIEP also offers tailor-made training programs developed at the request of national and subnational governments on current topics of the educational agenda, depending on the specific context and the specific needs of the requesting party.</p> <p><b>Knowledge Management and Mobilization (KMM):</b> IIEP not only produces and disseminates knowledge, but also encourages its active use by ministries of education, promoting the formulation and implementation of evidence-based policies. Through multiple resources, such as the design and implementation of</p>

	<p>regular and tailor-made research, the development of digital platforms with access to tools and information, the promotion of communities of practice, and the organization of high-level meetings for debate and reflection, IIEP promotes dialogue and exchange of policy experiences in the region.</p> <p>Website: <a href="https://www.buenosaires.iiep.unesco.org/">https://www.buenosaires.iiep.unesco.org/</a></p>
Period (you can mark 1, 2 or all 3 periods)	<input type="checkbox"/> January – March (winter) <input checked="" type="checkbox"/> May onwards (summer) <input checked="" type="checkbox"/> August onwards (fall)
Methodology	<input type="checkbox"/> Only remote <input type="checkbox"/> Only presential <input checked="" type="checkbox"/> Flexible
Supervisor	<p>Mariana Clucellas – Training Coordinator</p> <p>Alejandra Cardini - Knowledge Management and Mobilization Coordinator</p>
Contact e-mail	<a href="mailto:pasantias@iiep.unesco.org">pasantias@iiep.unesco.org</a> / <a href="mailto:m.reno@iiep.unesco.org">m.reno@iiep.unesco.org</a>
Number of places (preferably, between 1 to 3; you can host one student per period)	<p>2 in total annually; 1 student per period.</p>
Location of the internship	<p>Ciudad de Buenos Aires, Argentina.</p>
Minimum requirements/interests	<ul style="list-style-type: none"> <li>- Master's degree student related to the fields of Education Sciences, Political Science, Sociology, International Relations or other related careers/topics in the field of social sciences.</li> <li>- Excellent level of Spanish (required)</li> <li>- Fluent in Microsoft Office (advanced Excel skills required)</li> <li>- Outstanding interest in the field of education policy in Latin America and the Caribbean (required)</li> </ul> <p><i>Specific for Training:</i></p> <ul style="list-style-type: none"> <li>- Basic knowledge of the Moodle platform and videoconferencing platforms (required).</li> <li>- Experience working with databases and quantitative and qualitative information analysis (required).</li> <li>- Experience in the design, development and/or implementation of training proposals or distance education projects (desirable).</li> </ul> <p><i>Specific for KMM:</i></p> <ul style="list-style-type: none"> <li>- Experience in applying qualitative research methods (required).</li> <li>- Excellent critical reading, analytical and writing skills (required).</li> <li>- Experience working with databases and quantitative information analysis (required).</li> <li>- Experience in production and/or edition of digital educational materials and resources (desirable).</li> <li>- Familiarity with the design and implementation of group dynamics in virtual educational proposals (desirable).</li> </ul>

Tasks assigned to the students

### *Training team*

Under the supervision of the training team, the intern may perform the following tasks (these tasks will be defined more precisely in each call):

- Collaborate in the review process of the resources and materials of all the training proposals for 2023 in the Virtual Campus and suggest modifications/improvements if necessary;
- Support in the weekly preparation of the regular training offer in the Virtual Campus;
- Assist in the organization and provide technological support in the synchronous events that take place within the framework of the different training proposals, both tutoring meetings and synchronous events with invited specialists;
- Conduct a qualitative analysis of the 2022 regular training offer evaluation surveys, prepare a report of findings for the team;
- Participate in meetings and other tasks related to the Training Area, to become familiar with the dynamics of teamwork.

### *KMM team*

Under the supervision of the KMM team, the intern may perform the following tasks (these tasks will be defined more precisely in each call):

- Assist in the updating and review of the content of the online bases of researches, policies, and educational regulations in the SITEAL portal;
- Search and classify documents of educational policies and regulations in force in the region; conduct policies or literature review;
- Support the integration of these findings into documents that characterize and dimension education policy in the Latin American region;
- Participate in the elaboration and updating of the proposal of events and activities within IIEP's Community of practice (the RED);
- Collaborate in the preparation and uploading of contents to the virtual platform of the RED;
- Assist in the monitoring and analysis of user interactions (interests, rates of access, permanence) in the RED platform; participate in the elaboration of proposals to improve the user experience of the platform;
- Participate in meetings and other tasks related to the KMM Area, to become familiar with the dynamics of teamwork.



Official name of the institution/organization	UNESCO Institute for Lifelong Learning (UIL)		
Brief description of the institution/organization	<p>UIL promotes and supports lifelong learning with a focus on adult learning, continuing education, literacy and non-formal basic education. UIL contributes to UNESCO's mission through research, capacity development, networking and publications.</p> <p>Website: <a href="https://uil.unesco.org/">https://uil.unesco.org/</a></p>		
Period (you can mark 1, 2 or all 3 periods)	<input checked="" type="checkbox"/> January – March (winter)	<input checked="" type="checkbox"/> May (summer)	<input checked="" type="checkbox"/> August onwards (fall)
Methodology	<input type="checkbox"/> Only remote	<input checked="" type="checkbox"/> Remote until further notice	<input checked="" type="checkbox"/> No information yet.
Coordinator	TBD		
Contact e-mail	<a href="mailto:c.winter@unesco.org">c.winter@unesco.org</a>		
Number of places (preferably, between 1 to 3; you can host one student per period)	<p>Up to two interns per period. The period of an internship is three months.</p>		
Location of the internship	Hamburg, Germany. Please note that until further notice internships are held remotely.		
Minimum requirements/interests	Excellent knowledge of English language. Excellent knowledge of an additional language such as French, Spanish or Arabic is an asset.		
Tasks assigned to the students	<p>Interns have the opportunity to support the work of following programme areas:</p> <ul style="list-style-type: none"> <li>Lifelong learning policies and strategies</li> <li>Literacy</li> <li>Adult Learning and Education</li> </ul> <p>In addition, they can support following units:</p> <ul style="list-style-type: none"> <li>Public relations</li> <li>Library</li> </ul>		



Official name of the institution/organization	Universidad Iberoamericana, A. C. (Universidad Iberoamericana Ciudad de México, UIA, IBERO) - Research Institute for Educational Development (INIDE)		
Brief description of the institution/organization	<p>IBERO is a Jesuit Institution of Higher Education founded in 1943, as a private university. It is recognized by the Mexican Government and has all the academic credentials for teaching and researching. It has a Research Institute for Educational Development (INIDE) founded in 2005, concerned with doing high level research with a definite commitment towards the vulnerable sectors in society. The idea is to generate knowledge that may contribute to face problems that come as a result of educational inequity and inequality, and to make an impact on the policy making process.</p> <p>Website: <a href="https://inide.ibero.mx/">https://inide.ibero.mx/</a></p>		
Period (you can mark 1, 2 or all 3 periods)	<input checked="" type="checkbox"/> January – March (winter)	<input checked="" type="checkbox"/> May onwards (summer)	<input checked="" type="checkbox"/> August onwards (fall)
Methodology	<input type="checkbox"/> Only remote	<input type="checkbox"/> Only presential	<input checked="" type="checkbox"/> Flexible
Supervisor	Luz María Moreno Medrano		
Contact e-mail	luzmaria.moreno@ibero.mx		
Number of places (preferably, between 1 to 3; you can host one student per period)	3, one per period		
Location of the internship	Universidad Iberoamericana, Ciudad de México. Fieldwork could be developed in different parts of Mexico, depending on the location of work training institutions.		
Minimum requirements/interests	Interest in research in education policies		
Tasks assigned to the students	<p>Tutorship on their projects. Possibility of being part of the projects that are being carried out. Possible tasks: doing field work, data analysis. Field reports.</p>		

# U. PORTO

Official name of the institution/organization	University of Porto		
Brief description of the institution/organization	<p>The Centre for Research and Intervention in Education (CIIE) of the Faculty of Psychology and Education Sciences of the University of Porto (FPCEUP) is a research institution supported by the Portuguese Funding Agency for Science and Technology (FCT/Ministry of Science, Technology and Higher Education). CIIE has long embraced its mission of developing high-quality research on key issues of educational processes and social change, in order to broaden the role of education in promoting equity, inclusion and active citizenship.</p> <p>CIIE is organised in nine strategic areas that are transversal scientific mobilising devices that guide all research efforts: 1. Engagement of Vulnerable Young People in Education and Training; 2. Contemporary Educational Challenges for Migrants and Refugees; 3. Empowerment and Inclusion Through Digital Education and Arts; 4. Citizenship, Communication and Literacy in Health and Wellbeing; 5. Higher Education, Innovation and Diversity; 6. Community Education, Participation and Social Change; 7. Training, Equity and the Teaching Profession; 8. Evaluation and Public Policies in Education; 9. Pedagogical Management and Democratic Participation.</p> <p>Website: <a href="https://www.fpce.up.pt/ciie/?q=en/content/ciie-centre-research-and-intervention-education">https://www.fpce.up.pt/ciie/?q=en/content/ciie-centre-research-and-intervention-education</a></p>		
Period (you can mark 1, 2 or all 3 periods)	<input checked="" type="checkbox"/> January – March (winter)	<input type="checkbox"/> May onwards (summer)	<input checked="" type="checkbox"/> August onwards (fall)
Methodology	<input type="checkbox"/> Only remote	<input type="checkbox"/> Only presential	<input checked="" type="checkbox"/> Flexible
Supervisor	Amélia Veiga		
Contact e-mail	<a href="mailto:aveiga@fpce.up.pt">aveiga@fpce.up.pt</a>		
Number of places (preferably, between 1 to 3; you can host one student per period)	1-2		
Location of the internship/fieldwork offered	Faculty of Psychology and Education Sciences		
Minimum requirements/interests	English or Portuguese		
Tasks assigned to the students	Task will be assigned taking into account the academic and research interests of students. These include field work, literature review, group work, autonomous learning, presentation and discussion of project proposals.		





香 港 大 學  
THE UNIVERSITY OF HONG KONG

Official name of the institution/organization	The University of Hong Kong, Faculty of Education, Unit of Social Contexts and Policies in Education		
Brief description of the institution/organization	HKU is the oldest English-medium university in Hong Kong. It is consistently ranked in the top 25 in the QS world rankings.  Website: <a href="https://hku.hk/">https://hku.hk/</a>		
Period (you can mark 1, 2 or all 3 periods)	<input type="checkbox"/> January – March (winter)	<input type="checkbox"/> May onwards (summer)	<input checked="" type="checkbox"/> August onwards (fall)
Methodology	<input checked="" type="checkbox"/> Only remote	<input type="checkbox"/> Only presential	<input type="checkbox"/> Flexible
Supervisor	Priya Goel La Londe, Ph.D.		
Contact e-mail	<a href="mailto:pgll@hku.hk">pgll@hku.hk</a>		
Number of places (preferably, between 1 to 3; you can host one student per period)	1-2		
Location of the internship	Hong Kong, remote		
Minimum requirements/interests	Students should have an interest in the fields of education policy, education leadership, or teacher evaluation. Students should understand major global education reform movements and a working knowledge of education policy context in their native country and/or in Greater China.		
Tasks assigned to the students	Students will be involved in data collection, data analysis, and research impact tasks. Tasks will be tailored to the skillset of the intern. Tasks may include literature review, curation of data visualization and infographics, project website maintenance and marketing, write-up of blogs, and qualitative and survey data collection and analysis.		





TALLINN UNIVERSITY

## School of Educational Sciences

Official name of the institution/organization	Tallinn University		
Brief description of the institution/organization	<p>The School of Educational Sciences is a unit at Tallinn University which is responsible for coordinating the teaching, research and development activities in education. We are also responsible for the academic sustainability in the field of education both in Tallinn University and Estonia in general. The School of Educational Sciences is the oldest academic unit in Tallinn University that conducts studies on the three levels of higher education, continuing education and research, development and creative activities in the following study areas: early childhood and primary education, teacher education and educational science, non-formal education and lifelong learning, inclusive education and educational leadership and innovation. The School has two international MA degree programs “Educational Innovation and Leadership” and “Adult Education for Social Change” (joint master degree).</p> <p>Website: <a href="https://www.tlu.ee/en/hti">https://www.tlu.ee/en/hti</a></p>		
Period (you can mark 1, 2 or all 3 periods)	<input type="checkbox"/> January – March (winter)	<input type="checkbox"/> May onwards (summer)	<input checked="" type="checkbox"/> August onwards (fall)
Methodology	<input type="checkbox"/> Only remote	<input type="checkbox"/> Only presential	<input checked="" type="checkbox"/> Flexible
Supervisor	Mari-Liis Lind (contact person)		
Contact e-mail	mari-liis.lind@tlu.ee		
Number of places (preferably, between 1 to 3; you can host one student per period)	1 (one)		
Location of the internship	Tallinn or remote		
Minimum requirements/ interests	<p>High level of English, good level of computer skills and information search, good work ethic. Interest in research, educational politics and educational systems in the world.</p> <p>Interests of the intern should cover education, teacher training, higher education, comparative research on education, marketing of study programmes.</p>		

Tasks assigned to the  
students

Tasks will be agreed with the student based on their interests. Written part would be comparative research on the field of education (e.g comparison of systems, entrance requirements, distance learning methods between different countries), but also some work with students can be agreed.



WEST AFRICA CIVIL SOCIETY INSTITUTE

Official name of the institution/organization	WEST AFRICA CIVIL SOCIETY INSTITUTE (WACSI)		
Brief description of the institution/organization	<p>The West Africa Civil Society Institute (WACSI) was established by the Open Society Initiative for West Africa (OSIWA) in 2005 to reinforce the capacities of civil society in the West Africa sub-region.</p> <p>Website: <a href="https://wacsi.org/">https://wacsi.org/</a></p>		
Period (you can mark 1, 2 or all 3 periods)	<input type="checkbox"/> January – March (winter)	<input checked="" type="checkbox"/> May onwards (summer)	<input type="checkbox"/> August onwards (fall)
Methodology	<input type="checkbox"/> Only remote	<input type="checkbox"/> Only presential	<input checked="" type="checkbox"/> Flexible
Supervisor	<p>1. Jimm Chick Fomujong – Unit Head, Knowledge Management and Communication</p> <p>2. Charles VanDyck – Unit Head, Capacity Development</p> <p>3. Frank Sombo – Unit Head, Monitoring, Evaluation &amp; Learning</p> <p>4. Omolara Balogun – Unit Head, Policy Influencing &amp; Advocacy</p>		
Contact e-mail	<a href="mailto:aanima@wacsi.org">aanima@wacsi.org</a> / <a href="mailto:recruitment@wacsi.org">recruitment@wacsi.org</a>		
Number of places (preferably, between 1 to 3; you can host one student per period)	2 students for each unit		
Location of the internship	<p>WACSI Secretariat, NO 9 Bamboo Street, East Legon Accra Ghana</p>		
Minimum requirements/interests	<ul style="list-style-type: none"> <li>• Interest in civil society and non-profit organization management.</li> <li>• Commitment to WACSI's vision and values and demonstrated interest in civil society.</li> <li>• Strong research, writing and communication (verbal and written) skills.</li> <li>• Proficiency in Microsoft Office and strong Internet research skills.</li> <li>• Excellent interpersonal skills.</li> <li>• Works well under pressure with minimal supervision and in a multi-cultural environment.</li> <li>• Proactive, willing to learn and take initiative.</li> <li>• Works well as part of a team.</li> </ul>		

Tasks assigned to the students

### **Responsibilities for Knowledge Management Intern (1):**

- Conduct and support background research and analysis on topical issues.
- Contribute to and compile the weekly Civil Society Situation Report and the quarterly WACSeries publications.
- Compile and manage information for the Civil Society Knowledge Hub.
- Support editing and review of manuscripts for publication.
- Assist with the preparation and administration of relevant WACSI programmes and with report writing.
- Attend and represent WACSI at meetings with partner organisations.
- Any other duties that may be assigned.

### **Responsibilities for Capacity Development Intern (2):**

- Collect relevant information to support training preparation;
- Contribute to and publicise the Institute's programmes advertisements;
- Assist in the development of training materials and toolkits;
- Assist in the coordination of training programmes, including handling of logistics and report writing;
- Contribute to the design and development of concept notes, proposals and any other relevant document;
- Any other duties that may be assigned.

### **Responsibilities for Monitoring, Evaluation & Learning Intern (3):**

- Contribute to the design and maintenance of a responsive and efficient data management system;
- Assist with data entry and regular updates of the institute's databases, especially the Institute's alumni database;
- Assist in the design of data collection tools, including online survey questionnaires;
- Assist in the review and analysis of data collected to generate insights in a timely and accurate fashion;
- Contribute to the review of existing data collection protocols and drafting of data management policies;
- Assist with the collation of lessons learnt and feedback on programmes and operations;
- Contribute to the design and implementation of monitoring and evaluation activities of the institute;
- Assist the Techsoup project team with operational support;
- Provide support in the design and implementation of marketing strategies and tactics for the success of the technology donation programme and other relevant activities;
- Assist in the design, planning and delivery of programmes, projects and activities, including trainings, events organising, technical support and coaching;

- Work with different teams and contribute to knowledge sharing and dissemination within the organisation;
- Any other duties that may be assigned by Supervisor

**Responsibilities for Policy Influencing and Advocacy Intern (4):**

- Conduct desktop research on policy and legislative issues
- Assist in gathering information and writing reports for policy meetings
- Assist in policy meetings and workshop preparation
- Assist in the development of policy advocacy training tool
- Support other administrative tasks
- Assist with data generation, analysis and management

# **OPEN CALLS**

## **CURRENT OPEN CALLS AT INTERNATIONAL ORGANIZATIONS\***

**\*THESE ARE ONLY SOME EXAMPLES, BUT YOU CAN CHECK OTHER CALLS.**

## LIST OF OPEN CALLS FOR EDITION VII

Organization	Website to apply	Deadline for applications	Contact person
Council of Europe	<a href="https://bit.ly/32YsLo4">https://bit.ly/32YsLo4</a>	/	/
OECD	<a href="https://bit.ly/3pwlvMk">https://bit.ly/3pwlvMk</a>	February 2023	/
Save the Children	<a href="https://bit.ly/3pOGGtl">https://bit.ly/3pOGGtl</a>	/	/
UNHCR	<a href="https://bit.ly/3Bd9D4b">https://bit.ly/3Bd9D4b</a>	/	/
UNICEF	<a href="https://bit.ly/35Nq36I">https://bit.ly/35Nq36I</a>	/	/
UNRWA	<a href="https://bit.ly/2KqLEtv">https://bit.ly/2KqLEtv</a>	/	<a href="mailto:internship@unrwa.org">internship@unrwa.org</a>
World Bank	<a href="https://bit.ly/3jTfT1">https://bit.ly/3jTfT1</a>	1 December - 31 January	/