



Refugee Education UK

# **Inclusive and Sustainable Promising Practices in Refugee Education (InSPPIRE)**

Case Studies in High-Income  
Countries

Call for submissions, October 2022

# Overview

Inclusive and Sustainable Promising Practices in Refugee Education (InSPPIRE) is a project that aims to facilitate learning on refugee education in high-income settings and inform policy and practice. It seeks to do this by identifying promising practice case studies in a range of high-income countries, synthesising and amplifying learnings from them.

**This document invites initiatives that support refugee education in HICs to submit a case study on their practice.** It first describes the background to and rationale for InSPPIRE before detailing the framework against which case studies can be submitted, the case study selection criteria and guidance on the submissions process.

InSPPIRE is led by [Refugee Education UK](#) (REUK), a UK-based charity working towards a world where all refugee children and young people can access education, thrive in education, and use that education to create a hopeful, brighter future. It is carried out in partnership with a steering group of refugee education academics and practitioners from REACH at the Harvard Graduate School of Education, Qatar Foundation International, Save the Children, Sirius, UNHCR and the University of Nottingham (see Annex 1).

This project has been made possible by the generous funding from Qatar Foundation International.



**QATAR  
FOUNDATION  
INTERNATIONAL, LLC**

عضو في مؤسسة قطر  
Member of Qatar Foundation

# Table of contents

<b>Overview</b>	<b>1</b>
<b>Table of contents</b>	<b>2</b>
<b>1. Introduction</b>	<b>4</b>
Background	4
About this project	5
Scope and key terms	5
<b>2. Promising practice case studies</b>	<b>6</b>
The value of case studies	6
How case studies will be used	6
<b>3. A thematic framework for refugee education</b>	<b>7</b>
Overview	7
Case study themes	7
Thematic area 1: Education trajectories	8
Thematic area 2: Supportive environments	10
<b>4. The review and selection process</b>	<b>12</b>
Review criteria	12
Outcomes for refugee children	12
Approaches	12
Lessons learned	12
How case studies will be reviewed	12
<b>5. Guidance on case study submissions</b>	<b>14</b>
Who can submit a case study?	14
What is the process for engaging with InSPPiRE?	15
Where to go for more information	15
<b>Annex 2: Steering group members</b>	<b>16</b>

# 1. Introduction

## Background

Levels of forced displacement around the globe are unprecedented. At the end of 2020, 82.4 million people were forcibly displaced as a result of persecution, conflict, violence, human rights violations and climate emergencies.<sup>1</sup> Approximately 42 percent of this population are children, meaning that around 34 million children are forced to grow up away from places they once called home.<sup>2</sup>

While the majority of refugees are hosted in low- and middle-income countries, significant numbers of refugee children reach or are resettled to high-income countries (HICs).<sup>3</sup> Estimates from the World Bank in 2018 suggest that approximately one in 10 refugees is hosted in HICs.<sup>4</sup> These numbers are likely to have risen as a result of the launch of resettlement schemes for refugees across a host of HICs in response to displacement crises in Afghanistan and Ukraine.

Refugee children consistently prioritise their right to education, as enshrined in the United Nations Convention on the Rights of the Child (UNCRC).<sup>5</sup> Education is central to refugee children's experiences of resettlement and adjustment; it can provide a stabilising routine that helps refugee children process their experiences, find purpose in their new environments and prepare for the multiple potential futures they may face.<sup>6</sup> HICs have the potential to offer safe, long-term, inclusive models of education that include refugee children in early childhood education (ECE) activities and national education systems, provide access to high-quality educational opportunities and facilitate belonging, integration and lifelong learning.<sup>7</sup>

Documenting and sharing learnings on effective practice in refugee education is important for supporting these opportunities and for catalysing initiatives that reach refugee children with quality academic and socio-emotional learning support.<sup>8</sup> However,

---

<sup>1</sup> UNHCR, 2021a. Global trends: forced displacement in 2020. UNHCR.

<sup>2</sup> *ibid.*

<sup>3</sup> Fazel, M., 2015. A moment of change: facilitating refugee children's mental health in UK schools. *International Journal of Educational Development*, 41, p. 255-261.

<sup>4</sup> World Bank, 2018. Only 1 in 10 refugees is hosted by high income countries [online]. [datatopics.worldbank.org/world-development-indicators/stories/only-1-in-10-refugees-is-hosted-by-high-income-countries.htm](https://datatopics.worldbank.org/world-development-indicators/stories/only-1-in-10-refugees-is-hosted-by-high-income-countries.htm)

<sup>5</sup> Gladwell, C. and Tanner, L., 2014. *Hear it from the children: why education in emergencies is critical*. London, Oslo: Save the Children UK, Norwegian Refugee Council; Burde, D., Kapit, A., Wahl, R.L., Guven, O. and Skarpeteigh, M.I., 2017. Education in emergencies: a review of theory and research. *Review of Educational Research*, 87(3).

<sup>6</sup> Bennouna, C., Khauli, N., Basir, M., Allaf, C., Wessells, M. and Starke, L., 2019. School-based programs for Supporting the mental health and psychosocial wellbeing of adolescent forced migrants in high-income countries: A scoping review. *Soc Sci Med*, 239: 112558; Dryden-Peterson, S., 2017. Refugee education: Education for an unknowable future. *Curriculum Inquiry*, 47,1 – Curriculum of Global Migration and Transnationalism.

<sup>7</sup> Dryden-Peterson, S., 2019. Cited in McIntyre, J. and Abrams, F., 2021. *Refugee education: theorising practice in schools*. Oxon and New York: Routledge.

<sup>8</sup> Bergin, C., 2017. *Promising Practices in Refugee Education: Synthesis report*. Save the Children UK, Pearson and UNHCR. Available at: [resourcecentre.savethechildren.net/pdf/promising\\_practices\\_in\\_refugee\\_education\\_synthesis\\_report\\_final\\_web.pdf](https://resourcecentre.savethechildren.net/pdf/promising_practices_in_refugee_education_synthesis_report_final_web.pdf)

despite a growing body of research that details good practice in HICs,<sup>9</sup> knowledge remains largely single-country focused and limited in transferable insights for other contexts.

## About this project

The overarching aim of Inclusive and Sustainable Promising Practices in Refugee Education (InSPPiRE) is to identify and amplify promising practice case studies in order to inform and strengthen refugee education policy and practice in HICs. It seeks to do this by:

- Identifying and documenting refugee education promising practice case studies in HICs at different levels - from classroom practices to national policies
- Synthesising learnings from these case studies on a number of themes related to refugee education (academic and socio-emotional learning)
- Disseminating learnings widely across education and forced migration networks and sectors in HICs
- Facilitating conversations and knowledge-sharing on promising practices across a range of contexts

Led by Refugee Education UK, the project is advised by a steering group composed of leading experts on refugee education. With support from Save the Children and UNHCR, the project builds on a 2017 project called [Promising Practices in Refugee Education](#) (PPiRE), which focused on LMICs.

## Scope and key terms

- This project covers **education** at the pre-primary (or ECE level) primary and secondary level.
- The use of **high-income contexts** mirrors terminology widely used and understood across the sector and draws on the World Bank classifications of countries by income groups.<sup>10</sup>
- **Refugees** refers to those who have been forcibly displaced from their home countries. It does not only denote those with refugee status, but includes asylum seekers and displaced children with a range of immigration statuses.
- The term **initiative** is used to cover any project, intervention and strategy by an organisation or an affiliated individual that supports the education of refugee children. This includes programmes and policies.

---

<sup>9</sup> McIntyre and Abrams, 2021.

<sup>10</sup> See World Bank:

[blogs.worldbank.org/opendata/new-world-bank-country-classifications-income-level-2021-2022](https://blogs.worldbank.org/opendata/new-world-bank-country-classifications-income-level-2021-2022)

# 2. Promising practice case studies

## The value of case studies

Case studies are a valuable form of evidence, often used in educational research to build a “rich picture of an entity, using different kinds of data collection and gathering the views, perceptions, experiences and/or ideas of diverse individuals”. This approach provides what is termed ‘rich data’, as it can give the researcher in-depth insights into participants’ lived experiences within this particular context”.<sup>11</sup>

Case studies contribute to a vital learning process and are used within education research to provide in-depth insights about the “events, relationships, experiences or processes” that occurred within an initiative.<sup>12</sup> They are also used across education research as the rich insights they provide are often transferable to other contexts.<sup>13</sup> This makes them a valuable method for facilitating learning and knowledge-sharing among refugee education stakeholders in HICs.

## How case studies will be used by InSPPIRE

Case studies will be compiled across a range of evidence-based themes (see section below), and across a range of HICs. Practically, this project will use case studies in two ways:

- Firstly, learnings from case studies will be presented in a **synthesis report**. This report will be shared widely with refugee education policy and practice decision-makers, stakeholders and practitioners.
- Secondly, an **online compendium of case studies** where the full extent of learning from initiatives will be made available. This will be available to practitioners seeking to learn in detail about existing initiatives and the events, processes, relationships and experiences behind them.

Initiatives that have their case study included by InSPPIRE will have the opportunity to share their practice widely across the refugee education sector and to positively influence the provision of quality education to refugee children resettled to or reaching HICs.

---

<sup>11</sup> Hamilton, L., 2011. Case studies in educational research, British Educational Research Association on-line resource. Available on-line at [bera.ac.uk/publication/case-studies-in-educational-research](http://bera.ac.uk/publication/case-studies-in-educational-research)

<sup>12</sup> Menter, I. et al., 2011. A Guide to Practitioner Research in Education, SAGE Publications, p. 42.

<sup>13</sup> Erickson, A. 2017. Case Studies. In Kimmons, R. and Caskurlu, S. (2020). The Students' Guide to Learning Design and Research. EdTech Books. Available at: [edtechbooks.org/studentguide](http://edtechbooks.org/studentguide)

# 3. A thematic framework for refugee education

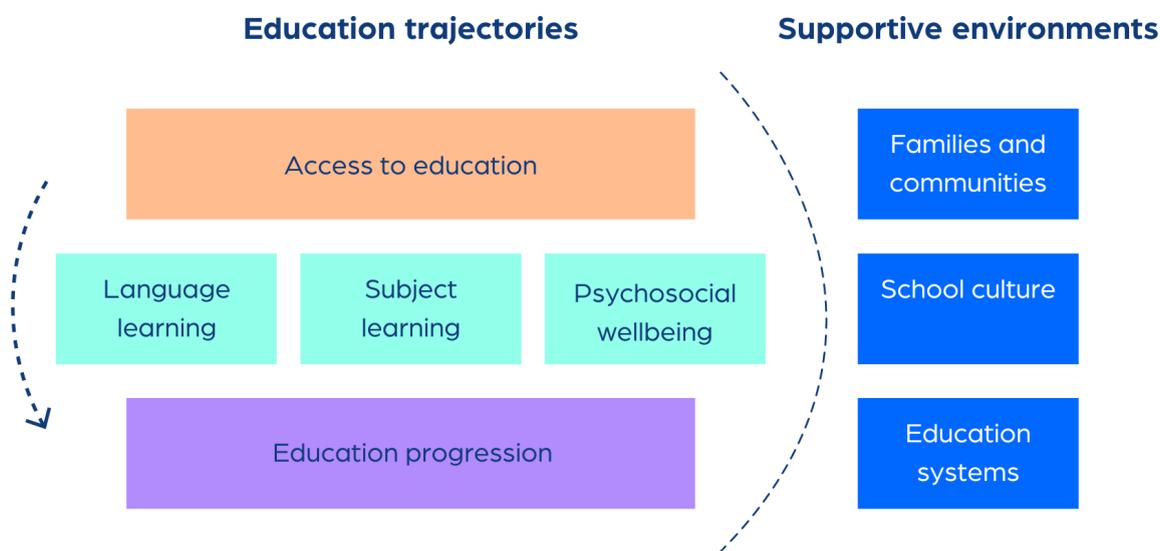
## Overview

In order to elicit learnings from promising practice in refugee education, a holistic, evidence-based conceptual framework has been developed (Image 1). This framework is grounded in evidence from research and practice, and is divided into two thematic areas:

- The first, **education trajectories**, covers themes related to education outcomes for refugee children: access, language and subject learning outcomes, psychosocial wellbeing outcomes, and education progression.
- The second, **supportive environments**, covers external factors that support refugee children's education: families and communities, teachers and staff, and education systems.<sup>14</sup>

Case studies can be submitted for initiatives that support one or more of the themes, including if these span the two thematic areas.

Image 1: Thematic framework for refugee education case studies



## Case study themes

Each section below presents a theme from the conceptual framework, and includes a short evidence-based description, followed by details of the theme. Please note that when

<sup>14</sup> This thematic area is informed by Bronfenbrenner's ecological systems theory (1979) which offers insight into how a person's health and wellbeing is shaped by the spheres of influence that surrounds them. Adaptations of this theory are widely used in education and wellbeing sectors.

submissions are made, multiple themes can be selected. See section 5 for more information.

## Thematic area 1: Education trajectories

### Access to education

Nearly half of all refugee children around the world are estimated to be out of school.<sup>15</sup> Multiple barriers to accessing education exist including discriminatory policies and processes at the institutional and national level, poor mental health and wellbeing, and poverty and disadvantage.<sup>16</sup> Refugee children may have to wait significant periods of time once in a new environment before enrolling in and accessing education, contributing to a prolonged gap of education disruption as a result of forced displacement.<sup>17</sup>

**This theme covers initiatives and inclusive policies that support refugee children to navigate barriers to access pre-primary, primary and secondary education. We are interested in those initiatives that help children and their families navigate application processes and get into education.**

### Language learning

Once in education, language barriers can impede refugee children's learning and academic achievement.<sup>18</sup> Refugee children may struggle to learn in the language of their new environment, with consequences for their self-esteem, sense of belonging and identity formation.<sup>19</sup> However, education institutions may not have the capacity or resources to provide quality language support.<sup>20</sup> Additionally, refugee children's mother tongue language is important; evidence suggests this has benefits for refugee children's ability to learn in the language of instruction and socio-emotional wellbeing.<sup>21</sup>

**This theme covers initiatives that support language acquisition for refugee children. We are interested in initiatives that support refugee children with learning the language of their new environment as well as those that value and support refugee children's learning in their mother tongue.**

---

<sup>15</sup> UNHCR, 2021b. UNHCR Education Report 2021: 'Staying the course' - The challenges facing refugee education. UNHCR.

<sup>16</sup> Ashlee, A. and Gladwell, C., 2020. Education transitions for refugee and asylum-seeking young people in the UK: exploring the journey to further and higher education. London: Unicef UK; Gladwell, C. and Chetwynd, G. 2018. Education for refugee and asylum-seeking children: access and equality in England, Scotland and Wales. London: Unicef UK.

<sup>17</sup> Gladwell and Chetwynd, 2018; O'Higgins, A., 2019. Analysis of care and education pathways of refugee and asylum-seeking children in care in England: Implications for social work. *International Journal of Social Welfare*, 28(1), pp. 53–62.

<sup>18</sup> O'Higgins, 2019; Hutchinson, J. and Reader, M. 2021. The educational outcomes of refugee and asylum-seeking children in the UK: An experimental methodology for analysing attainment, absence and exclusions. Working Paper. Education Policy Institute.

<sup>19</sup> Reddick, C and Dryden-Peterson, S. 2021. Chapter 9 Refugee Education and Medium of Instruction. In Benson, C. and Kosonen, K.M (eds.) *Language Issues in Comparative Education*. The Netherlands: Brill Sense.

<sup>20</sup> Gladwell and Chetwynd, 2018; Yarrow, E., 2019. *A Refugee and Then: Participatory Assessment of the Reception and Early Integration of Unaccompanied Refugee Children in the UK*. London: UNHCR.

<sup>21</sup> Cerna, L., 2019. *Refugee education: Integration models and practices in OECD countries*. Education Working Paper No. 2013. OECD; Reddick and Dryden-Peterson, 2021.

## Subject learning

Evidence suggests that refugee children face many barriers to learning in HICs.<sup>22</sup> Refugee children may struggle to adapt to a new education system and schooling culture in their new environment, including the style of teaching and subject curriculums.<sup>23</sup> Additionally, refugee children may have significant gaps in their educational experiences as a result of their forced displacement which makes engaging in the curriculum at the expected level challenging.<sup>24</sup> However, with the right support, evidence shows that refugee children can be expected to achieve educational outcomes comparable to their peers.<sup>25</sup>

**This theme covers initiatives that help refugee children reach their fullest potential once they are in education through targeted, sensitive and appropriate catch up and remedial support.**

## Psychosocial wellbeing

Refugee children are likely to have experienced adversity, including war and conflict, loss of loved ones, and dangerous journeys, as well as challenges in their new environments, including complex and hostile refugee policies, discrimination, a loss of identity and separation from friends and family.<sup>26</sup> Poor psychosocial wellbeing can affect refugee children's ability to access, remain and thrive in educational settings.<sup>27</sup> Nonetheless, refugee children demonstrate resilience,<sup>28</sup> and schools provide critical opportunities for nurturing refugee children's psychosocial wellbeing – including by providing a sense of safety and belonging as well as offering formal mental health interventions.<sup>29</sup>

**This theme covers initiatives that promote positive education outcomes through providing psychosocial support. It also includes initiatives that seek to positively affect refugee children's psychosocial wellbeing through education and learning.**

## Education progression

Education often acts as a gateway to future opportunities, including for onward education and employment, and facilitates a sense of purpose which may have been negatively affected by forced displacement.<sup>30</sup> However, evidence suggests that barriers to accessing and remaining in education accumulate as refugee children progress through education levels, making accessing post-compulsory education particularly challenging.<sup>31</sup>

---

<sup>22</sup> Graham, H.R., Minhas, R.S., Paxton, G., 2016. Learning problems in children of refugee background: A systematic review. *Pediatrics* 137.

<sup>23</sup> Cerna, 2019.

<sup>24</sup> O'Higgins, 2019.

<sup>25</sup> Graham et al., 2016.

<sup>26</sup> Marley, C. and Mauki, B., 2019. Resilience and protective factors among refugee children post-migration to high-income countries: a systematic review, *European Journal of Public Health*, 29(4), pp. 706–713, <https://doi.org/10.1093/eurpub/cky232>

<sup>27</sup> Walker, J., and Zuberi, D., 2020. School-Aged Syrian Refugees Resettling in Canada: Mitigating the Effect of Pre-migration Trauma and Post-migration Discrimination on Academic Achievement and Psychological Well-Being. *Int. Migration & Integration* 21, 397–411.

<sup>28</sup> Marley and Mauki, 2019.

<sup>29</sup> Fazel, M., 2018. Psychological and psychosocial interventions for refugee children resettled in high-income countries. *Epidemiology and Psychiatric Sciences* 27, pp. 117–123;

<sup>30</sup> McIntyre and Abrams, 2021.

<sup>31</sup> Ashlee and Gladwell, 2020; Tyrer, R. and Fazel, M., 2014. School and community-based interventions for refugee and asylum seeking children: a systematic review, *Plos One*, Vol. 9.

**This theme covers initiatives by organisations or affiliated individuals that support progression from one level of education to the next, enabling refugee children to pursue and realise future goals and aspirations.**

## Thematic area 2: Supportive environments

### Families and communities

Families and communities play an important role in supporting refugee children's educational experiences.<sup>32</sup> However, there are multiple factors that may hinder families and communities from doing this, including the stress of adapting to a new environment and mental health conditions experienced by refugee parents or caregivers.<sup>33</sup> Additionally, some refugee children may arrive to their new environment unaccompanied, without the critical support provided by families and social support networks.<sup>34</sup>

**This theme covers initiatives that engage with and foster links with refugee children's families and community networks, including host communities, creating a safe and nurturing environment for supporting positive educational experiences.**

### School culture

A school culture that creates an inclusive and safe environment is crucial for supporting refugee children's access to education, learning, wellbeing and progression.<sup>35</sup> The practices, approaches and strategies adopted by teachers and other school or educational staff are critical, and there is a need for thorough training and support to ensure these are appropriate, compassionate and contextually appropriate.<sup>36</sup> Engaging qualified refugee teachers in national school systems and creating national frameworks for their accreditation enable the host country to improve overall quality of education while also adopting a harmonising approach in cross-cultural contexts.<sup>37</sup>

**This theme covers initiatives that support teachers and school staff to, in turn, support refugee children's education. While recognising the centrality of education professionals to all themes, this theme encompasses teachers' compassionate and contextually-appropriate approaches. This theme also includes the accreditation and engagement of refugee teachers in HICs.**

---

<sup>32</sup> Kaplan, I., Stolk, Y., Valibhoy, M., Tucker, A., Baker, J., 2016. Cognitive assessment of refugee children: Effects of trauma and new language acquisition. *Transcultural psychiatry* 53, pp. 81–109; Carlson, B., Cacciatore, J. and Klimek, B., 2012, A Risk and Resilience Perspective on Unaccompanied Refugee Minors, *Social Work*, Vol. 57/3, pp. 259-269; Cerna, 2019.

<sup>33</sup> Kaplan et al., 2016; Hart, R., 2009. Child refugees, trauma and education: interactionist considerations on social and emotional needs and development. *Educational Psychology in Practice* 25, pp. 351–368.

<sup>34</sup> Hart, 2009.

<sup>35</sup> Taylor, S. and Sidhu, R.K., 2012. Supporting refugee students in schools: What constitutes inclusive education? *International Journal of Inclusive Education* 16, pp. 39–56

<sup>36</sup> Cerna, 2019; Fazel et al., 2015.

<sup>37</sup> Global refugee forum education co-sponsorship alliance. 2019. Global framework for refugee education. UNHCR.

## Education systems

Broader and large-scale change for refugee children, to ensure that they can access, thrive and progress in education should stem from inclusive and welcoming educational systems. Having such systems that build on the strengths of refugee children is a key determinant of their future educational success<sup>38</sup> and evidence shows that local authorities have a key role as often being the first receivers of refugee families to ensure that systems are adapted to the needs of the communities.<sup>39</sup> However, the hostility of asylum systems may spill into education systems, posing systemic barriers to refugee children's education, and leaving teachers without sufficient support to provide positive educational experiences for refugee children.

**This theme relates to initiatives at the education system level that provide widespread inclusive and welcoming educational environments for refugee children. It also relates to initiatives that engage with and influence education decision-makers and practitioners at the national and sub-national levels.**

---

<sup>38</sup> Graff, L., Strauka, O., Szonyi, E., Siarova, H., 2019. Mapping prior learning of newly arrived migrant pupils in Europe. Sirius Watch Report.

<sup>39</sup> OECD. 2020. Local inclusion of migrants and refugees: a gateway to existing ideas, resources and capacities for cities across the world.

# 4. The review process

## Review criteria

To support the selection of case studies that ensure promising practice, case studies will be reviewed against a range of qualitative and quantitative criteria, seeking to learn from the experiences of the initiatives. These criteria are adapted from the criteria used in PPIRE, as well as standard evaluative criteria, such as those used by OECD.

### Outcomes for refugee children

Initiatives will be asked to reflect on how far the initiative achieves positive education outcomes for refugee children in a given context. They will be encouraged to reflect on the following questions:

- What positive outcomes have been achieved?
- How have refugee children ultimately benefited from your initiative?
- Were there any unexpected education outcomes?

### Approaches

Initiatives will be asked to detail the approach that their initiative has taken, and encouraged to reflect on:

- The extent to which equity has been at the forefront of the initiative (including by reaching and benefiting marginalised groups of refugee children);
- The partnerships the initiative has engaged with, including with children and young people; and
- The use of new or creative solutions to respond to identified needs in a certain context.

### Lessons learned

This is about supporting this project's aim of generating learning useful to educational planners, practitioners and policy-makers who wish to improve and grow the education offering to young refugees in their own contexts. Initiatives will be asked to share:

- The challenges experienced and the ways in which these were navigated;
- Whether there were any unintended or unexpected outcomes in the field of refugee education – positive or negative – as a result of the initiatives;
- What they would do differently if they were starting the initiative from the beginning.

## How case studies will be reviewed

The application review process will involve:

- An initial screening of questionnaires to ensure that the initiatives are within scope in line with this project's inclusion criteria

- A project team from REUK and select members of the steering committee, will review and score case studies against the criteria in order to select a short list. The project team will try to ensure that there is a level of representation across levels of education, geographical area, subgroups of refugees (e.g. by age, gender, disability, unaccompanied status).
- The steering committee will review the short list and select the final case studies for inclusion.

# 5. Guidance on case study submissions

## Who can submit a case study?

Initiatives that support one or more of the themes outlined in the thematic framework (detailed in section 5) are invited to submit a case study on their practice. Additionally, initiatives should meet the inclusion criteria in Table 1.

**If you are unsure whether your initiative is able to submit a case study, please don't hesitate to reach out to [research@reuk.org](mailto:research@reuk.org) for clarification.**

Table 1: Inclusion criteria

Category	Inclusion criteria
<b>Types of initiatives</b>	<p>✓ <b>Organisations, institutions, and individuals affiliated with them.</b></p> <p>This includes education institutions (including schools, colleges, universities - both private and state-funded), governmental education departments at national or sub-national level, non-governmental organisations, philanthropic organisations, private companies, and out of school programmes.</p> <p>Research organisations and universities are encouraged to apply in conjunction with implementing partners.</p>
<b>Geography</b>	<p>✓ <b>Initiatives conducted with refugee and asylum-seeking children based in HICs.</b></p> <p>HICs can be defined by the <a href="#">World Bank's</a> country and lending groups.</p>
<b>Age range</b>	<p>✓ <b>Initiatives reaching children – defined as up to the age of 18.</b></p> <p>Although initiatives will not be excluded if they target both refugee children and young people, they must not solely and exclusively target young people (over the age of 18).</p>
<b>Education type</b>	<p>✓ <b>Initiatives that support the educational needs of refugee children, from pre-primary to secondary.</b></p> <p>Please note that mainstream education is the focus of this project, as evidence suggests that it is best practice for refugee children in light of protracted displacement crises. However, it is recognised that in certain circumstances alternative education provision - such as informal education support or bridging programmes - may be necessary and beneficial. Initiatives can apply across a range of educational support, provided the long-term goal is to ensure</p>

integration into mainstream education systems, rather than maintaining separation.

## What is the process for engaging with InSPPIRE?

As a first step, a representative should complete [this questionnaire](#) about their initiative. The text for the questionnaire can be found [here](#), and this will provide top level information about the case study. If initiatives are selected to be included in InSPPIRE, they will be supported to write up a full case study, and invited to peer learning workshops with other selected initiatives.

The process with anticipated timeframes is detailed in Table 2.

Table 2: Anticipated project timeline

Month	Project phase	Input from initiatives
7 Nov - 31 January	Call for initiatives open	Initiatives to complete a questionnaire responding to basic questions about their initiative case study
1 - 24 February	Review and selection of case studies	Initiatives may be contacted for further clarification at this stage
27 February - 21 April	Case study production (1000 - 2000 words).	Initiatives receive hands-on support from REUK to write up their full case studies  This will include peer learning workshops with other initiatives and steering group members to engage in critical reflection on transferable insights (including effectiveness, efficiency, replicability and scalability)
24 April - 9 June	Production of synthesis report	<i>[Optional] Top-level review of report, if requested</i>
12 June - 30 June	Dissemination of report and online events for knowledge exchange	<i>[Optional] Sharing of synthesis report and virtual participation in knowledge sharing events</i>

# Where to go for more information

If you have any questions about submitting your initiative, including whether your initiative is eligible, please don't hesitate to reach out to [research@reuk.org](mailto:research@reuk.org).

# Annex 1: Steering group members

Name	Organisation/ Institution
Carine Allaf	Qatar Foundation International
Mialy Dermish	Sirius
Sarah Dryden-Peterson	REACH at Harvard Graduate School of Education
Catherine Gladwell	Refugee Education UK
Joanna McIntyre	The University of Nottingham School of Education
Fareeda Miah	UNHCR
Frederik Smets	UNHCR



**Refugee Education UK**