

PROMISING PRACTICES IN REFUGEE EDUCATION



Invitation to submit projects



The Promising Practices in Refugee Education initiative seeks to source, identify, document and promote innovative practices in refugee education.

This document is an invitation to organisations working in the field to submit their projects. Selected projects will be documented with a view to increasing the knowledge, insights and learnings available from them.

The learning from projects will be synthesised and inform our and others' policy and advocacy efforts in the area of refugee education, thereby contributing to improved educational service delivery and a better policy and enabling environment.

Promising Practices in Refugee Education is a joint initiative of Save the Children, the world's largest independent children's rights organisation, UNHCR, the UN refugee agency, and Pearson, the world's largest education company.

More information on the project is available at www.promisingpractices.online or by emailing the project team on info@promisingpractices.online



INTRODUCTION

The number of forcibly displaced people is at an all time high

The world is witnessing the highest levels of human displacement on record. An unprecedented 65.3 million people around the world have been forced from their homes. Among them are over 21 million refugees: people who have fled their country seeking protection from violence or persecution. Over half of the world's refugees are under the age of 18.¹

Half of all refugee children are out of school

Unfortunately, the majority of refugee children experience the double jeopardy of losing both their homes and their education. Of the 6 million school-aged refugees under the mandate of UNHCR, 3.7 million are out of school.² On average, refugee children are five times less likely to attend school than other children. Girls and children with disabilities are even more likely to be out of school.

Whilst the challenges of providing education to the world's refugee children are multiple and varied, with sustained attention, a commitment to creativity and innovation, together with sufficient political will, we believe they can be overcome.

Recognition of the importance of education for refugees is growing

There is growing recognition of, and support for, providing education services to refugees. During 2016, education in humanitarian situations in general and for refugees in particular has been the focus of the Supporting Syria Conference in London, the World Humanitarian Summit, the UN General Assembly and the Obama Leaders' Summit. Education for refugees was also a principal driver of the establishment of the Education Cannot Wait fund for education in emergencies and crises. But significant barriers to ensuring all refugee children and young people can participate in quality education persist.

In line with the United Nations' Sustainable Development Goal 4 (SDG 4), UNHCR promotes strengthening of national education systems to be able to effectively include all refugee children and young people at all levels of education as the most sustainable way of answering their needs and ensuring quality and certified education. Inclusion into national education systems is also an opportunity for social cohesion. With high numbers of children and young people having missed out on schooling, accelerated and flexible forms of education provide a viable way for many towards certified learning. Given the particular circumstances refugees find themselves in, language and psycho-social support, as well as an adequate supply of trained and motivated teachers are some vital ingredients for successful inclusion of refugee learners in national education systems.

Identifying new approaches that are closing the refugee education gap

Catalysing solutions to refugee education at scale requires increased resources and political will, as well as new ways of providing educational services. While innovative practices in refugee education exist, they are often not well known or understood outside of their context.

This initiative will identify, document and promote some of these creative ways of educational service provision. We hope to shine a particular light on efforts to improve equity and inclusion, the engagement of refugee children and youth, effective systems strengthening as well as innovative approaches in refugee education provision more generally.

We are not looking for silver bullets. But we do believe that some practices hold the potential to complement existing practices, and contribute to effective programming, and ultimately accelerate improvements in learning for refugees, and we'd like to find those and share them.

The Promising Practices in Refugee Education initiative

The 'Promising Practices in Refugee Education' initiative consequently aims to:

- Build on the fact that education is a human right, is essential for personal development, central to refugee protection and a critical enabler of community leadership;
- Produce a high quality body of evidence, drawn from projects on the ground that both individually and together, via documentation and synthesis, will contribute to globally available knowledge;
- Inform our and others' policy and advocacy on the provision of education for refugees, thereby contributing to improved educational service delivery and a better policy and enabling environment.

¹ UNHCR (2016) *Global Trends: Forced Displacement 2015*, UNHCR - <http://www.unhcr.org/576408cd7.pdf>

² UNHCR (2016) *Missing Out: Refugee Crisis in Education*, UNHCR - <http://www.unhcr.org/57d9d01d0.pdf>

WHY DOCUMENT PROMISING PRACTICE?

According to the World Bank's Global Delivery Initiative (2015), 'A case study is not just another "story" but an important method of applied and empirical research. Case studies can provide a clearer understanding of the sequence of events and balance the perspectives of key actors, helping us untangle cause and effect.' Documenting good practices creates a record of what actions took place, when, and how they led to a positive outcome and can contribute to the process of learning within a group, organisation, geographical area or sector.

Case studies of good practice are used:

- To provide an opportunity to systematically record and share the good practice concerned within and between countries and regions, especially practices which are 'lesser known' among practitioners;

- To demonstrate the diverse ways that organisations/actors are addressing a particular problem;
- To enhance understanding of what works, and encourage adaptation of good practices to other local contexts, and by other organisations, by influencing policy-makers and practitioners.

By identifying promising practices in refugee education and producing and promoting case studies we want to make more people aware of good work in the field; demonstrate the diverse ways in which organisations and individuals are responding to the challenge of education for refugees; and enhance understanding of what works both in individual projects and across them; and use the individual experiences and insights gained from them to inform policy and financing.



Promoting innovation and change

To effectively leverage innovations, it is critical to identify those which hold potential, test them in a specific context and, depending on the results, adapt and scale them to other contexts. Ultimately, this scaling up process renders new evidence of an innovation's ability to be mainstreamed.

Innovations, or as we call them promising practices, exist at different stages of maturity.

According to the 'Open Book of Social Innovation'³ there are six stages in social innovation that take ideas from inception to impact. These are not necessarily linear, as innovations can jump straight into latter stages and feedback loops lead back to earlier stages. The six stages are:

- 1. Prompts, inspirations and diagnoses** – This includes all factors that highlight the problem and the need for innovation. The problem should be identified and analysed so that, where possible, root causes can be addressed by the innovation rather than addressing symptoms.
- 2. Proposals and ideas** – At this stage ideas are generated for tackling the problem.
- 3. Prototyping and pilots** – Here ideas are put into practice for the first time. This can range from simple testing of ideas to fully-fledged randomised control trials. Experimentation and trial and error can be a core method for refining the proposed solution. Measures of success should be established. This is also an opportunity to build social capital around the innovation through linking to social economy.

4. Sustaining – This stage includes the streamlining of the idea and the identification of income streams to ensure future sustainability of the project or organisation.

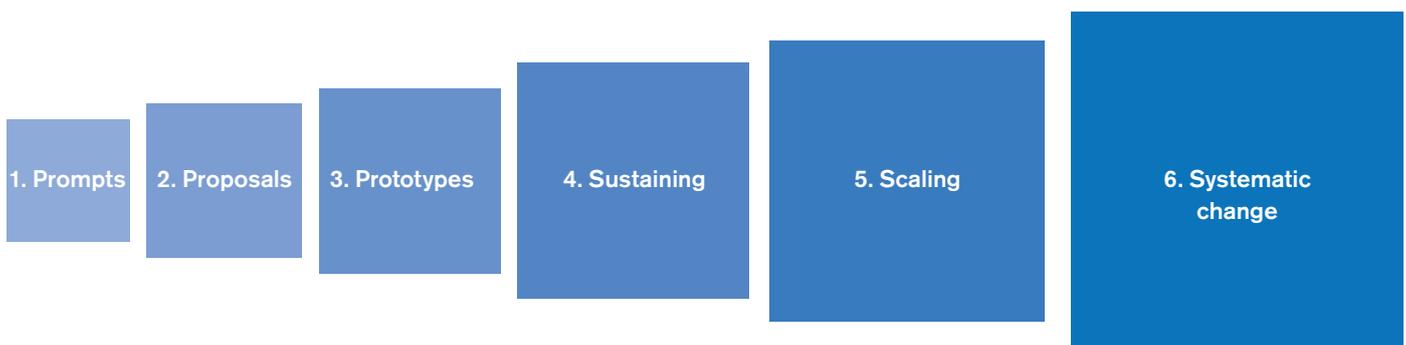
5. Scaling and diffusion – This involves various strategies ranging from organisational growth, franchising and open source spread of an idea through emulation and inspiration.

6. Systemic change – This is the ultimate goal of social innovation and involves the interaction of many components, including but not limited to social movements, legal frameworks, infrastructure and data.

The Promising Practices initiative aims to source projects that are at stages 3, 4, 5 and 6 of this model.

In order to ensure that projects and practices in the prototyping and design stage are included in our compilation, we will be assessing early stage projects on the strength of their idea, or approach, and not on the basis of proven effectiveness.

If you are in doubt about where your project might be based, please contact us and we can talk it through, as we would also like to know about proposals and ideas which are yet to be implemented, though they are unlikely to lend themselves to documentation as a case study.



³ Murray, R., Caulier-Grice, J., and Mulgan, G. (2010) The Open Book of Social Innovation. Nesta and The Young Foundation.



HOW WE WILL USE THE CASE STUDIES?

The promising practices initiative will consolidate practices from the area of education for refugees.

A key incentive for organisations in submitting possible projects will be that they receive expert support – from Save the Children, UNHCR and Pearson – in the development of their case studies, along with the opportunity to share their practice widely via this project together with the opportunity to inform a synthesis report which will be used to influence global policy and practice in this area.

The project will also amplify the case for innovation in the sector, facilitating a global conversation among practitioners on the value of creativity and innovation in addressing the challenges involved in providing quality education for refugee children and young people.

The project will also improve the potential for replication of promising practices by improving the documentation available to individual organisations and projects and by distilling learning from across all documented projects in a synthesis report.

The process, guidance documents, case studies and synthesis report will be shared with decision makers in international organisations, donor agencies and among practitioners.

CASE-STUDY THEMES

We are looking for promising practices within one or more of the following issues in the field of refugee education:

- **Timeliness:** The early provision of education in a refugee crisis, given that most refugee crises are protracted and many children miss out on years of education.
- **Access:** Practice that addresses the issue of access to good quality education in host countries. This includes access to formal and non-formal education.
- **Quality:** Practice that addresses the issue of the quality of education provided, including but not limited to teacher training, pedagogy, curriculum, assessment and certification.
- **Protection:** Practice that addresses issues of child protection, including overcoming protection barriers to education with an emphasis on community engagement, safe learning environments and physical, social and emotional well-being through education.
- **Equity:** Practice that targets and benefits the most marginalised within refugee groups.
- **Data:** Practice that collects and provides data, both quantitative and qualitative, on refugee education.
- **System strengthening:** Practice that builds on and enhances current systems for provision of education, or that help build new systems where they are entirely lacking.

Support for case-study production

Organisations selected will receive guidance and technical support in the production of their case-study. This will be composed of a case-study template and guidance document that will instruct organisations in content requirements. This will be supported by two or more webinars, firstly to familiarise organisations with the template and guidance and secondly to provide collective feedback on first drafts together with suggestions for improvement of the case study.

In recognition of the costs of participating in the project, projects selected to be part of the initiative will each receive a one off payment of \$1,000 USD.

Organisations will also be paired in a peer-to-peer exercise so that they can learn from each other and review each other's work. Final case-studies and their summaries will be designed, printed and disseminated widely.



CRITERIA FOR SELECTING PROMISING PRACTICES

Promising practice in refugee education will be evaluated using the following criteria and each case-study will need to be able to address each of these issues in some way:

- 1. Relevance:** For the promising practice to be relevant it must demonstrate a socio-culturally sensitive and economically appropriate response to the context and challenge of education delivery in a specific context. It must also show that it has as well as the identified the needs and priorities of the target population. How is your intervention relevant to the education needs of refugee children, and how engaged have refugee community been in the design and implementation?
- 2. Innovation:** The good practice should involve some type of innovation. This means some new idea or method, or an innovative adaptation of existing methods or practices to a particular context. How is your intervention innovative?
- 3. Impact:** This looks at the impact of the intervention and how it is measured and there a number of ways of understanding impact.
 - a. Reach:** Reach is the number of people directly impacted by the programme or potentially impacted if the project is in the early stages. What is the number of people directly impacted by your program?
 - b. Lift:** Lift is the degree to which the programme improves the outcomes for the target population. What is the margin of improvement your program is achieving, in terms of education for refugees?
 - c. Catalytic effect:** Promising practice has the potential to inform behavioural change in partners and within the systems in which it operates. Has your intervention catalysed positive change outside of the direct impact of the programme itself?
 - d. Monitoring and evaluation:** The promising practice includes an effective M&E system. The development of this system depends on the stage at which the intervention is at, with early stage projects providing evidence of a planned M&E system. An effective M&E system should be able to demonstrate: a) impact on the intended group or system in measurable terms; or b) at least offer preliminary evidence of the effectiveness of the intervention; or c) demonstrate potential for generating data based on the extent to which the intervention is effectively monitored and evaluated to assess performance and impact. How is the intervention monitoring and evaluating its activities and impact, and how is the community engaged in this process?
- 4. Participation and partnership orientation:** Good practice in refugee education involves participatory approaches, especially with children and young people and partnership with the community and other actors. How has your intervention engaged with stakeholders?
- 5. Sustainability:** This analyses how sustainable the intervention is in the long term and this includes a number of dimensions, including:
 - a. Sustainability:** Sustainability is the ability for the intervention to continue long term without harmful effects. Leveraging funds for continuation, securing policy adoption of an intervention or approach, or building capacity of actors to integrate the initiative into existing systems of service delivery -- whether government, academia, civil society, schools, communities or other - to ensure continued institutional and financial support are all examples of sustainability. How has your intervention demonstrated aspects of sustainability?
 - b. Efficiency and cost-effectiveness:** Efficiency and cost-effectiveness define whether the project is good value based on cost per beneficiary or costs compared to the impact on system strengthening. What is the amount of money you have spent on your project? What is being spent per beneficiary?
 - c. Scalability:** Scalability is the ability to increase, potentially quite quickly, the scale of the project while keeping per unit costs low. What is the incremental cost of reaching the additional beneficiaries?
 - d. Replicability:** Replicability is the ability for the good practice to be replicated in different contexts. What are the constraints for replicating your programme in a different context or country?
- 6. Lessons learned:** The promising practice should reflect on and identify conditions that facilitated success, potential constraints in moving forward and unintended consequences.

APPLICATION AND SUBMISSION GUIDELINES

Geographical Scope

This project is interested in how similar challenges are solved in different contexts globally, and seeks to promote learning and exchange. All regions and countries are of interest, although given the vast majority of refugees are hosted in low and middle income countries, there is a particular interest in those areas.

Eligibility Criteria

The following is a list of criteria for organisations looking to apply:

- The intervention to be documented must focus on the education of refugees or refugees in conjunction with children from host communities below the age of 18. This can be within the formal sector or an intervention such as accelerated education, providing certified education/pathways to formal education.
- Organisations (not individuals), including Ministries of Education at the national and sub-national level, schools, national civil society, for- and not-for profits implementing refugee education programmes are all encouraged to apply.
- Research institutes and universities, are encouraged to apply in conjunction with implementing partners.

Application Process and Timeline

The deadline for the submission of applications is 31 March, 2017. The proposals should be submitted to **info@promisingpractices.online** using the submission form available at **www.promisingpractices.online**

- The application review process will consist of the following:
 - A preliminary pre-screening of applications will be conducted to ensure that the applications are in line with the requirements stated in the call for proposals;
 - Proposals will be assessed and selected by a project team consisting of representatives of the three partner organisations based on the project's alignment with the published criteria; and
 - The project team will endeavour to make sure adequate representation of various levels of education, geographical area and, if possible, representation of marginalised groups (for example by gender, disability, or ethnicity) is reflected among selected proposals.
 - During the application review process, applicants may be contacted to provide further clarifications and to discuss some aspects of their proposals, if required.
- Organisations will be informed by not later than April 21.

More information is available in our FAQs.

For more information or to ask any questions please do not hesitate to contact the Promising Practices team on **info@promisingpractices.online**



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