

Comprehensive resource list for conducting research on post-primary refugee education

Voices of Refugee Youth

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1. Introduction

This resource list provides links to useful readings to find out more about refugee education, as well as links to guidance to help you develop your own research projects. Each resource contains the name of the resource, a brief description, and a link. Only open-access resources are included in this link i.e. those that are free.

The list is organised into the following sections:

- Key websites
- Key readings
- Additional readings: refugee education and education in emergencies
- Research design: general resources, methodologies, sampling, data collection, data cleaning, and data analysis
- Working with young people as researchers
- Research dissemination and advocacy
- Ethics and safeguarding
- Social media
- Online platforms for learning

2. Key websites

Resource	Description	Link
Inter-agency Network for Education in Emergencies (INEE)	INEE is a global network. Their key publications page has lots of useful publications and articles related to ensuring education for all those affected by emergencies.	https://inee.org/
Promising Practices Initiative	From Save the Children, Pearson and UNHCR, useful for many examples of promising practices in refugee education around the world.	https://www.promisingpractices.online/
Global Partnership for Education (GPE)	GPE aims to raise at least US\$5 billion to transform education systems for more than 1 billion girls and boys in up to 87 countries. They have a specific page called 'education in crisis situations' with key facts and details of their interventions.	https://www.globalpartnership.org/
Education Cannot Wait	A global fund committed to education in emergencies and protracted crises.	https://www.educationcannotwait.org/
Education Equity Research Initiative	They have research products, many of which cover refugee and emergency contexts.	http://www.educationequity2030.org/

3. Key readings

Resource	Description	Link
Gladwell, C., Hollow, D., Robinson, A., Norman, B., Bowerman, E., Mitchell, J. & Floremont, F., Hutchinson, P. (2016). Higher education for refugees in low-resource environments: research study. Refugee Support Network & Jigsaw Consult.	Research examining access to higher education for refugees in the Global South.	https://hubble-live-assets.s3.amazonaws.com/rsn/attachment/file/2/HE_research_study_0.pdf
UNHCR (2020). Coming together for refugee education: education report 2020. UNHCR.	UNHCR's most recent report on refugee education.	https://www.unhcr.org/5f4f9a2b4
Education: needs, rights and access in displacement. Forced Migration Review 60, March 2019. University of Oxford	An academic journal issue on education in forced displacement.	https://www.fmreview.org/education-displacement
Global Refugee Forum Education Co-Sponsorship Alliance (2019). Global Framework for Refugee Education. UNHCR.	The framework developed to help ensure the education commitments made in the Global Compact for Refugees are translated into action.	https://www.unhcr.org/5dd50ce47.pdf
UNESCO (2019). Migration, displacement and education: building bridges not walls: global education monitoring report. UNESCO.	UNESCO's annual report monitoring progress towards SDG 4 (the education goal), focusing on the theme of migration and displacement.	https://en.unesco.org/gem-report/report/2019/migration
UNICEF (2017). Education Uprooted: for every migrant, refugee and displaced child, education. UNICEF.	Data and information on the educational challenges faced by the world's displaced children.	https://www.unicef.org/reports/education-uprooted
UNESCO (2018). A lifeline to learning: leveraging technology to support education for refugees. UNESCO.	Evidence and case studies on the use of technology to support refugee education.	https://reliefweb.int/sites/reliefweb.int/files/resources/261278e.pdf

<p>Gladwell, C. & Tanner, L. (2014). Hear it from the children: why education in emergencies is critical. Save the Children and Norwegian Refugee Council.</p>	<p>Children’s perspectives on why education is critical in situations of displacement, conflict and crisis.</p>	<p>https://www.savechildren.org/scicms/dat/img/blog/1534/1401776560337.pdf</p>
<p>Mason, C. & Orcutt, S. (n.d.) Hear it from the teachers: getting refugee children back to learning. Save the Children.</p>	<p>Teachers’ perspectives on refugee education.</p>	<p>https://www.savethechildren.org/content/dam/usa/reports/ed-cp/hear-it-from-the-teachers-refugee-education-report.pdf</p>

4. Additional readings

4.1 Refugee education

Resource	Description	Link
Dryden-Petersen, S (2011), 'Refugee Education: A global review', UNHCR.	How UNHCR defines the quality of education for refugees.	https://www.unhcr.org/4fe317589.pdf
Crisp, J et al. (eds) (2001), 'Learning for a future: Refugee Education in Developing Countries' UNHCR.	Key issues and best practices in providing refugee education in various contexts	https://www.unhcr.org/4a1d5ba36.pdf
UNHCR (2015) 'Secondary education for refugee adolescents', Education: Issue Brief 6.	Benefits of secondary for refugees, barriers to access and supply.	https://www.unhcr.org/560be1759.pdf
UNHCR (2019) Refugee Education 2030: A strategy for refugee inclusion. UNHCR.	Overview of UNHCR's ambitions for refugee education by 2030.	https://www.unhcr.org/uk/publications/education/5d651da88d7/education-2030-strategy-refugee-education.html
Refugee Response Index	An index currently under development to assess a country's response to refugees. Not exclusively focused on education but will include an education component.	https://refugeeresponseindex.org/
REACH (Research, Education and Action to create Change and Hope)	REACH do research on education in emergencies, with a focus on refugees. The website contains resources and information for the ongoing initiative. It is led by Sarah Dryden-Peterson, who is the key individual researching refugee education in academia. The key topics REACH explores are: integration and belonging, globalisation and migration, conflict transformation and quality	https://reach.gse.harvard.edu/

education.

4.2 Education in Emergencies (EiE)

Resource	Description	Link
The World Bank: Education in fragile, conflict and violence contexts	The World Bank is the largest financier of education in Global South countries, and one of its focus areas is education in emergency contexts.	https://www.worldbank.org/en/topic/education/brief/education-in-fragile-conflict-violence-contexts
UNESCO: Education in Emergencies	Main page of UNESCO's work on EiE with links to news and publications.	https://en.unesco.org/themes/education-emergencies
Learning Portal (UNESCO IIEP)	Lots of information on learning issues, including summaries of research on how to improve learning, tools to use data, and latest news. It includes refugee education research.	https://learningportal.iiep.unesco.org/en
Burde, D et al. (2015) 'What works to promote children's educational access, quality of learning and wellbeing in crisis-affected contexts'	Literature review about interventions that promote educational access, quality of learning, and wellbeing among children who live in crisis-affected areas.	https://assets.publishing.service.gov.uk/media/57a0897ee5274a31e0000e0/61127-Education-in-Emergencies-Rigorous-Review_FINAL_2015_10_26.pdf
Martinez, E and Van Esveld, B (2016) 'Lost Years: Secondary education for children in emergencies', Human Rights Watch.	Barriers to access, and solutions.	https://www.hrw.org/news/2016/12/16/lost-years-secondary-education-children-emergencies

5. Research design

5.1 General

Resource	Description	Link
University of Nebraska-Lincoln: Overview of research process	Brief overview of a research cycle.	https://researchwriting.unl.edu/overview-research-process
INTRAC: M&E Universe	Comprehensive resource with short, useful information sheets on all aspects of research, from planning to data collection methods to analysis.	https://www.intrac.org/projects/the-me-universe/
OECD Development Assistance Criteria (OECD DAC)	A common set of criteria used to evaluate development projects. Underlie a lot of evaluation work. The five criteria are: relevance, coherence, effectiveness, efficiency and impact.	http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm
Washington Group Disability Questions	Sets of questions to assess if a survey respondent has a disability. This is the industry standard of assessing whether someone has a disability and facilitates comparison between contexts.	https://www.washingtongroup-disability.com/
Tools4dev	Useful 'how-to' site with templates and guides on key ideas and skills for development work.	http://www.tools4dev.org/
Bond Evidence Principles	Principles and checklist to assess and improve the quality of evidence in different documents. Useful to review work.	https://www.bond.org.uk/resources/evidence-principles
Methodspace	A forum to connect the research community. Helpful	https://www.methodspace.com/

	blog posts on all the different aspects of research.	
Better Evaluation	Though there are many resources directed to project evaluation, many resources are also applicable for research more generally e.g. approaches.	https://www.betterevaluation.org/en

5.2 Methodologies

Resource	Description	Link
3ie International Initiative for Impact Evaluation	Video lecture series on impact evaluations in different sectors, including education. Also discusses theory of change and using evidence to inform policy.	https://www.3ieimpact.org/resources/video-lecture-series
Maxwell, J. A. (2012) 'Conceptual Framework: What do you think is going on?' in <i>Qualitative Research Design</i> . Sage Publications.	Describes why 'the conceptual framework of your study—the system of concepts, assumptions, expectations, beliefs, and theories that supports and informs your research—is a key part of your design'.	https://www.sagepub.com/sites/default/files/upm-binaries/48274_ch_3.pdf
Cresswell, J, Plano Clark, V (2017) <i>Designing and Conducting Mixed Methods Research</i> Third Edition (International Student Edition)	Chapter one - an overview of what mixed methods research is, the types of mixed methods, and the process of mixed methods. Chapter three - choosing a mixed methods research design.	https://www.sagepub.com/sites/default/files/upm-binaries/10981_Chapter_1.pdf https://www.sagepub.com/sites/default/files/upm-binaries/35066_Chapter3.pdf

5.3 Sampling

Resource	Description	Link
University of Connecticut: Educational Research Basics	Useful introduction to different types of sampling.	https://researchbasics.education.uconn.edu/sampling/#

E-evaluate app	Has three different calculators: effect size, power and minimal detectable effect. Useful to estimate the key variables for research.	Android: https://play.google.com/store/apps/details?id=associates.foresight.evaluate iOS: https://apps.apple.com/ro/app/e-evaluate/id1254474751?l=ro
SurveyMonkey: Sample size calculator	A basic sample size calculator and explanation of sample sizes.	https://www.surveymonkey.co.uk/mp/sample-size-calculator/

5.4 Data collection

Resource	Description	Link
KoBoToolbox	Free data collection software for use in humanitarian situations. Data can be collected using a computer, or via the KoBoCollect app on Android devices.	https://www.kobotoolbox.org/
Google Forms	A simple, free survey platform, useful if you expect participants to fill out a survey themselves rather than being filled in by enumerators (for enumerator led surveys, use KoBo).	https://www.google.com/forms/about/
Humanitarian Data Exchange	Searchable database of thousands of datasets on humanitarian issues, including education in emergencies.	https://data.humdata.org/
Otter	An automated transcription service, useful if recording interviews/focus groups.	https://otter.ai/
UNESCO Institute for Statistics	Provides data for Sustainable Development Goals, in particular SDG4 on education.	http://uis.unesco.org/en/home

<p>World Inequality Database on Education</p>	<p>From the website: highlights the powerful influence of circumstances, such as wealth, gender, ethnicity and location, over which people have little control but which play an important role in shaping their opportunities for education and life. It draws attention to unacceptable levels of education inequality across countries and between groups within countries, with the aim of helping to inform policy design and public debate.</p> <p>Note that it does not disaggregate based on refugee status.</p>	<p>https://www.education-inequalities.org/</p>
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5.5 Data cleaning

Resource	Description	Link
<p>Atlan ebook 'The Ultimate Guide to Basic Data Cleaning'</p>	<p>A free ebook with comprehensive, step by step instructions on data cleaning. Note that the book makes reference to Atlan products - these can be ignored if not used for data collection. You need to enter your contact details to be able to download the ebook.</p>	<p>https://humansofdata.atlan.com/2017/08/ebook-guide-basic-data-cleaning/</p>
<p>Microsoft: Top ten ways to clean your data</p>	<p>Details of how to clean your data in Excel with links to formulas that can be used.</p>	<p>https://support.microsoft.com/en-us/office/top-ten-ways-to-clean-your-data-2844b620-677c-47a7-ac3e-c2e157d1db19?ui=en-us&rs=en-us&ad=us</p>
<p>Towards data science: The ultimate guide to data cleaning</p>	<p>A useful 'how-to', using more technical language than the Atlan ebook.</p>	<p>https://towardsdatascience.com/the-ultimate-guide-to-data-cleaning-3969843991d4</p>

5.6 Data analysis

Resource	Description	Link
Guyan, K (2018) <i>Qualitative Research Analysis: A Guide for University and College Practitioners</i> . Advance HE.	Guidance on how to analyse qualitative data for small and medium-scale research projects.	http://www.ecu.ac.uk/wp-content/uploads/2018/12/Research-Data-briefing-6-Analyzing-Qualitative-Data.pdf
Khan Academy: Statistics and probability.	Free lessons on statistical concepts useful for data analysis e.g. describing data using mean, mode, median, and inferential statistics. Also includes modules on sampling.	https://www.khanacademy.org/math/statistics-probability
Exceljet	Comprehensive website with worked examples of functions in Excel. Often has more detail than Microsoft's own resources.	https://exceljet.net/
Google Sheets	A free alternative to Microsoft Excel, with many of the same features and functionality for quantitative data analysis. Allows for collaborative working.	https://www.google.co.uk/sheets/about/
Taguette	Free, open-source tool which allows you to do basic coding of qualitative data.	https://www.taguette.org/
R	Free, open-source statistical software package, similar to SPSS and Stata. Has a steep learning curve - see free online courses offered by Coursera and edX to learn more.	https://www.r-project.org/

6. Working with young people as researchers

Resource	Description	Link
Dag, V (2020) Reflective Practice and the Contribution of Refugee Researchers, Oxford Monitor of Forced Migration 8:2.	First-hand reflection from a refugee-researcher doing research with refugees. Speaks a lot about positionality and reflexivity.	https://www.oxforcedmigration.com/post/reflective-practice-and-the-contribution-of-refugee-researchers
London, J K et al. (2003) 'Youth-Led Research and Evaluation: Tools for Youth, Organizational, and Community Development' New Directions for Evaluation, 98 (Summer): 33-45.	Approach and benefits to working with youth researchers.	https://dmlcommons.net/wp-content/uploads/2015/04/LondonZimmErb_NewDirections_2003.pdf
Clark, J (2004) 'Participatory research with children and young people: philosophy, possibilities and perils', School of Education, Communication and Language Sciences, University of Newcastle Upon Tyne.	Literature review of what to consider when involving children and young people in research, and examples of good practice.	https://www.researchgate.net/publication/233341556_Participatory_research_with_children_and_young_people_philosophy_possibilitiesand_perils
Schäfer, N and Yarwood, R (2008) 'Involving young people as researchers: uncovering multiple power relations among youth' Children's Geographies, 6(2): 121-135	Accounting for power relations amongst youth themselves when using youth researchers.	https://ore.exeter.ac.uk/repository/bitstream/handle/10036/49333/Involving%20young%20people%20as%20researchers.pdf?sequence=1&origin=publication_detail
Bradbury-Jones, C and Taylor, J (2015) 'Engaging with children as co-researchers: challenges, counterchallenges and solutions' International Journal of Social Research Methodology, 18(2)	Literature review on the challenges and counter-challenges of working with children as researchers.	https://www.research.ed.ac.uk/portal/files/14219275/Taylor_2013_Engaging_with_children_as_co_researchers.docx.pdf

<p>Dolan, P et al. (2015) 'Youth as Researcher Training Manual' UNESCO Child and Family Research Centre.</p>	<p>Training manual written by youth for youth researchers.</p>	<p>https://agsci.psu.edu/unesco/our-programs/youth-as-researchers/youth-as-researchers-manual</p>
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7. Research dissemination and advocacy

7.1 Dissemination

Resource	Description	Link
Hovland (2005) Successful Communication: A Toolkit for Researchers and Civil Society Organisations. Overseas Development Institute.	A guide for civil society organisations and researchers on communicating findings of their research.	https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/192.pdf
Cassidy, C (2013) Is it time to ban the word dissemination? LSE.	A blog from London School of Economics (LSE) pointing out how the word 'dissemination' does not always support a nuanced, two-way process necessary for research to have an impact.	https://blogs.lse.ac.uk/impactofsocialsciences/2013/08/19/is-it-time-to-ban-the-term-dissemination/
IIED (2011) Making communication count: a Strategic Communications Framework.	A briefing discussing the importance of being strategic in the way research findings are communicated.	https://pubs.iied.org/pdfs/17096IIED.pdf
Tilley, H, Shaxson, L, Young, J, Rea, J, Ball, L (2017) 10 things to know about how to influence policy with research. Overseas Development Institute.	10 important considerations to successfully influence with policy with research.	https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/594.pdf

7.2 Advocacy

Resource	Description	Link
Plan International (2014) An Advocacy Toolkit: The Education We Want. Plan International.	A toolkit for anyone looking to carry out advocacy, with a focus on education.	https://plan-international.org/publications/advocacy-toolkit

<p>Unicef UK (2019) Youth Advocacy Toolkit. Unicef UK.</p>	<p>A toolkit aiming to equip young people with skills and knowledge to help them start their own advocacy campaign on children’s rights issues.</p>	<p>https://www.unicef.org.uk/wp-content/uploads/2019/03/Youth-Advocacy-Toolkit.pdf</p>
<p>Pittore, K, te Lintelo, DJH, Georgalakis, J and Mikindo, T (2017) Choosing between Research Rigour or Support for Advocacy Movements, a False Dichotomy? IDS Bulletin, 47(6)</p>	<p>An article exploring how research can influence policy and advocacy, and possible tensions to consider.</p>	<p>https://bulletin.ids.ac.uk/index.php/idsbo/article/view/2833/ONLINE%20ARTICLE</p>
<p>Young, E and Quinn, L (2012) Making Research Evidence Matter: A guide to policy advocacy in transition countries. Open Society Foundations.</p>	<p>A guide/manual on effective policy advocacy that is firmly grounded in evidence and expert analysis and experience.</p>	<p>https://advocacyguide.icpolicyadvocacy.org/sites/icpa-book.local/files/Policy_Advocacy_Guidebook_2012.pdf</p>

8. Ethics and safeguarding

Resource	Description	Link
The Belmont Report	Ethical principles and guidelines for research. Forms the basis of ethics frameworks and assessments for research.	https://videocast.nih.gov/pdf/ohrp_appendix_belmont_report_vol_2.pdf
TRUST Project	An EU project to achieve equity in international research. Includes a Global Code of Conduct.	http://trust-project.eu/ https://www.globalcodeofconduct.org/
Fox, A. <i>et al.</i> (2020) Ethics-in-practice in fragile contexts: Research in education for displaced persons, refugees and asylum seekers, <i>British Educational Research Journal</i> . 46 (4) 829-847	Three accounts by researchers exploring ethics-in-practice in fragile contexts.	https://bera-journals.onlinelibrary.wiley.com/doi/full/10.1002/berj.3618
Clark-Kazak, C. (2019) Developing Ethical Guidelines for Research. <i>Forced Migration Review</i> , 61 (June 2019).	Lessons learned and a code of ethics from a partnership to develop ethical considerations for research with refugees.	https://www.fmreview.org/ethics/clarkkazak
Ethical Research Involving Children	Contains some good information and resources on ethics of research with children. It also contains a recently started blog series which could be an interesting resource.	https://childethics.com
RSN: Research ethics framework	An example of a research framework with a particular emphasis on refugees.	https://hubble-live-assets.s3.amazonaws.com/rsn/attachment/file/12/Research_Ethics_Framework_1.pdf

Safeguarding Children in Research Contexts	Detailed document outlining how to plan research with children, responsibilities, definitions and identifying safeguarding concerns.	Document available through the following link: https://libguides.shu.ac.uk/remote-research/data-collection
NSPCC: Research with children: ethics, safety and avoiding harm	Information about how to manage the risk of harm to participants, how to obtain informed consent, and what to do if you suspect a child is at risk of abuse.	https://learning.nspcc.org.uk/research-resources/briefings/research-with-children-ethics-safety-avoiding-harm

9. Social media

Name of person/organisation	Link / handle
UNHCR Education	https://twitter.com/UNHCR Education @UNHCR_Education
The New Humanitarian	https://twitter.com/newhumanitarian @newhumanitarian
Kiron	https://twitter.com/KironEducation @KironEducation
EdTech Hub	https://twitter.com/GlobalEdTechHub @GlobalEdTechHub
Jigsaw Consult	https://twitter.com/wearejigsaw @wearejigsaw
Refugee Support Network	https://twitter.com/Refugee Support @Refugee_Support
Tertiary Refugee Student Network	https://twitter.com/StudentRefugee @StudentRefugee
UN Youth Envoy	https://twitter.com/UNYouthEnvoy @UNYouthEnvoy
Connected Learning in Crisis Consortium	https://twitter.com/CLCCConsortium @CLCCConsortium
Techfugees	https://twitter.com/Techfugees @Techfugees
Refugee & Migrant Education Network	https://twitter.com/RefugeeEdu @RefugeeEdu

10. Online platforms for learning

Resource	Description	Link
edX	Free courses in a range of topics, including statistics, data analysis, and refugee rights.	https://www.edx.org/
Coursera	Free courses in a range of topics, including statistics, data analysis, and refugee rights.	https://www.coursera.org/
Kaya	Global learning platform for the humanitarian sector. Includes many free courses such as the comprehensive, 200 hour course on ' Education in Emergencies '.	https://kayaconnect.org/
Khan Academy	Free courses on a wide range of maths, sciences and arts and humanities subjects. Particularly helpful to get a basis in maths that is helpful for statistical analysis.	https://www.khanacademy.org/