**Online Appendix 1. Further Notes on Methodology**

***Expanded Description of Data Collection***

Document Analysis: We reviewed 56 operations plans, one for each year from 2011 through 2014 for each host country, as well as education fact sheets and other data available for each country context. We also reviewed all guidelines shared by UNHCR Geneva with country offices about national-level education strategy development, as well as minutes from conference calls during which strategy development was discussed. For our three in-depth country cases—Egypt, Kenya, and Rwanda—we also analyzed draft and final “education strategies” for each nation-state; in Kenya, Kakuma and Dadaab camps and Nairobi each developed its own strategy, whereas in Egypt and Rwanda there was one strategy for the whole country.

Interviews: Semi-structured interviews in each country context were designed to develop an in-depth understanding of how different actors understood and acted on the goals of the UNHCR Education Strategy and the purposes of refugee education more broadly. We interviewed staff from UNHCR, government agencies, and UNHCR’s partner NGOs that implement education programs for refugees and work directly with schools and teachers. Some of these organizations had formal, contractual relationships with UNHCR; others had more informal ad hocrelationships of communication and coordination. We asked them about their organization’s role in providing access to education for refugees; the nature of their educational programming; and how they envisioned refugee young people benefiting from their programs now and in the future.

Semi-structured interviews with teachers were designed to understand how they thought about their roles as educators of refugee children, their relationships with UNHCR and partner organizations, and how they interpreted the GES principles and used them, if at all, in their classrooms. In Egypt, we conducted interviews and focus groups with seven staff members, both teachers and coordinators, working at three community centers providing education to Syrian refugee students. In Kenya, we conducted interviews with six teachers working in four primary schools. In Rwanda, we interviewed four teachers working in four different primary schools.

Participant Observation: We conducted participant observation in several ways in an effort to understand the way UNHCR and partners communicated and collaborated during daily interactions. We attended and observed one three-day regional workshop in Malaysia, during which staff from select UNHCR country programs, government, and NGO partners participated in developing national-level refugee education strategies, and we conducted six interviews related to the content and process of that workshop. In Kenya and Egypt, we did formal observations of regular meetings, such as Education Working Group meetings, Child Protection Working Group meetings, and UNHCR staff meetings.

We engaged in classroom observations using an open-ended classroom observation guide to deepen our understanding of how refugee children accessed and experienced education in each setting. All efforts were made to observe one class period and interview the teacher following the observation; however, this was not always possible due to time limitations, school schedules, and restrictions on travel in camp settings. In Egypt, school schedules prevented us from conducting any classroom observations. In Kenya, we conducted two classroom observations. In Rwanda, we did four classroom observations. In Kenya and Rwanda, we were able to observe teachers actively teaching (e.g., not testing periods).

***Researcher Positionality***

Unlike most studies in the field of education in conflict, of which refugee education forms a part, this research was not commissioned. It was undertaken as part of a research-practice partnership between UNHCR and Harvard University. This relationship allowed access to documents, interviews, meetings, conference calls, and real-time reflection on the processes under study, which would otherwise have remained opaque. We retained independence in our data collection and analysis, but we purposefully incorporated dimensions of the implementation process that were of interest to UNHCR, in line with our partnership and our commitment to engaged scholarship that can usefully inform practice and policy. We were consistently aware in the course of the research of our position as outsiders, not only in refugee settings but also within the global bureaucracy of UNHCR and its partner organizations. We explicitly attempted to create lines of connection with our research participants as well as to intensely probe assumptions and misconceptions as they arose. Our analytic processes incorporated ongoing reflection, as a team, on the ways our identities and experiences were shaping our views of the data and analysis.