



INTERNATIONAL
RESCUE
COMMITTEE

HEALING CLASSROOMS

UK EVALUATION REPORT

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INTRODUCTION

This evaluation focuses on the relevance, effectiveness, efficiency, and sustainability of the Healing Classrooms project from programme startup through September 2024. The evaluation finds that the Healing Classrooms project incorporated a holistic strategy of targeted outreach, the development of quality trainings and resources, and a focus on incorporating participant feedback to enhance programming. The programme has built up a strong reputation in a short amount of time, which has enabled it to grow enrolments. The challenge moving forward will be to secure sustainable funding and expand upon its successes to better support a whole school approach.

DATA SOURCES

The following data sources were analysed to address the evaluation questions:

- a) Programme Documents
- b) Follow Up Survey
- c) Post-training Feedback Surveys
- d) Participant and Key Stakeholder Interviews
- e) IRC Staff Interviews
- f) Training Observation

Each data source is described below:

1. Programme Documents

IRC's Healing Classrooms staff provided the following key programme documents and resources:

- RAI UK Strategic Action Plan
- Project documents and workplans
- Outreach strategy and logs
- Original and revised project logframes
- Educator feedback surveys
- PowerBI Healing Classrooms dashboards

2. Follow Up Survey

The Healing Classrooms follow up survey was sent out through the newsletter as well as to former participants who had agreed to be contacted by the IRC, and the Healing Champions participants. The survey received 17 responses. 11 respondents indicated that they attended trainings online, while six indicated they attended trainings in-person. Below is a breakdown of respondents' roles, number of years of experience in the education sector, and grade levels served:

Figure 1: Roles That Best Match Respondents' Job Descriptions (N=17)

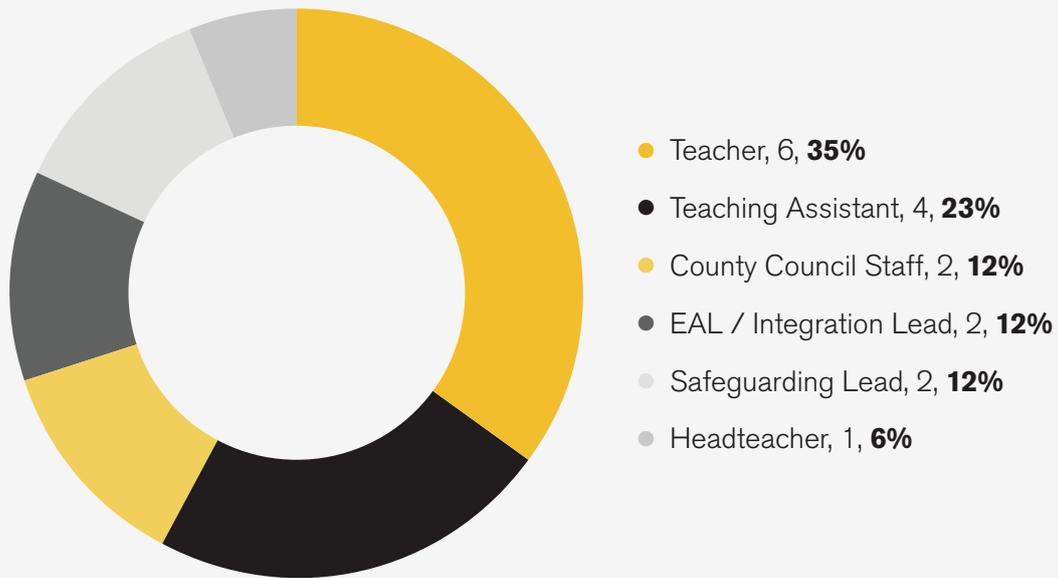


Figure 2: Number of Years of Experience in the Education Sector (N=17)

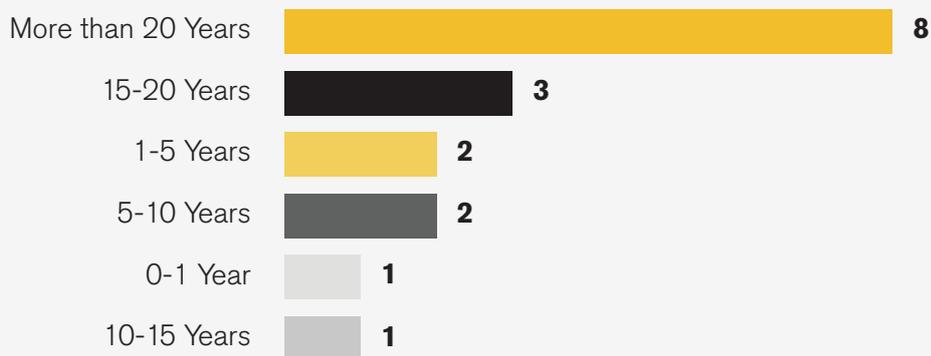
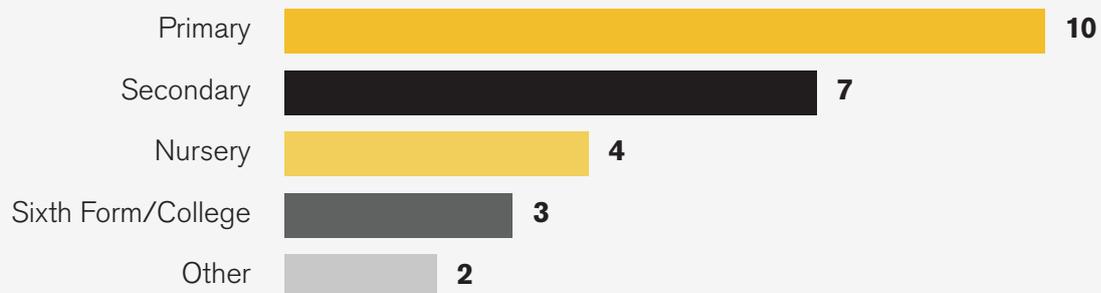


Figure 3: Grade Levels (N=17)



Note: Respondents selecting "Other" indicated *University* and *Adults*

3. Post-training feedback surveys

Participant feedback surveys for the Healing Classrooms Basics Training and Healing Classrooms CPD training were provided by the Healing Classrooms team. Summary data, including pre and post surveys and satisfaction rates, were made available on the Education Programme's PowerBI dashboard.

4. Participant and Key Stakeholder Interviews

The following **thirteen** participants and key stakeholders were interviewed through scheduled online Teams sessions:

Group	# of Interviews Conducted	Duration
Healing Classrooms Participants	11	30 minutes
Key Stakeholders	2	30 minutes

The **eleven** participants' demographics broke down as follows:

Category	Breakdown
Years of Experience	<ul style="list-style-type: none"> ■ 5-10 Years: 2 ■ 10-15 Years: 1 ■ 15-20 Years: 4 ■ More than 20 Years: 4
Role	<ul style="list-style-type: none"> ■ EAL/Integration Lead: 8 ■ Headteacher: 2 ■ Teaching Assistant: 1
Grade Levels (many participants served multiple levels)	<ul style="list-style-type: none"> ■ Nursery: 3 ■ Primary: 5 ■ Secondary: 9 ■ Sixth Form/College: 1

5. IRC Staff Interviews

The following **twelve** IRC staff members were interviewed through scheduled online Teams sessions:

Group	# of Interviews Conducted	Duration
Healing Classrooms Team	5	60 minutes
Support Team	4	30 minutes
IRC International Team	3	30 minutes

6. Training Observation

The evaluator observed the following 90 minute live virtual Healing Classrooms educator training sessions to better understand the format, content, and engagement mechanisms employed during the trainings:

- An online Healing Classrooms CPD training session held on September 18th from 4-5:30pm BST.
- An online Healing Champions training session held on September 19th from 4-5:30pm BST.

EVALUATION QUESTIONS AND DATA SOURCES

The evaluation focused on the following evaluation questions. The data sources column corresponds to the list of data sources above:

Table 1: IRC Healing Classrooms Evaluation Questions and Data Sources

Evaluation Criteria	Evaluation Questions	Data Sources
Relevance	1. Was the education project responsive to the needs of educators regarding supporting resettled refugee and asylum-seeking children and youth in schools in the UK?	C
Relevance	2. To what extent has the education project, encouraged positive change in schools, by teachers and support staff in relation to the support and care provided to refugee and asylum-seeking children and youth?	B, D
Effectiveness	3. What services did the education project provide to educators? What was the impact of these services?	A, B, C
Effectiveness	4. Have the education project's governance arrangements been adequate to achieve the anticipated results?	E
Effectiveness	5. To what extent and level of efficiency has the education project promoted the programme to ensure there are high levels of participation and awareness?	A, E
Effectiveness	6. To what extent was the education project's training delivered to educators of high quality and of value?	C, D, F
Effectiveness	7. To what extent were the resources created and distributed by the education team of high quality and value?	C, D

Relevance	8. Have programmatic changes been made because of the feedback provided by educators? What changes have been made?	C
Relevance	9. What was the most significant change educators experienced as a result of education project activities?	B, D
Relevance	10. Where equal outcomes achieved across participants?	B, C, D
Efficiency	11. How well has the education project managed resource distribution and communication between the IRC and participants?	E
Efficiency	12. What type of administrative, financial, managerial, and logistical obstacles did the education project face, and to what extent has this affected the implementation?	E
Efficiency	13. To what extent have partnerships improved the efficiency of the education programme?	E
Sustainability	14. To what extent did the education project collaborate with local and national actors?	E
Sustainability	15. To what extent did the project engage the participation of partners and educators in design, implementation, and monitoring of the project?	E
Sustainability	16. To what extent can the education project be scaled up at national or local levels?	D, E
Sustainability	17. To what extent can the programming provided by the education team, to schools, be considered sustainable?	B, D, E

FINDINGS

Relevance

EQ1. Was the education project responsive to the needs of educators regarding supporting resettled refugee and asylum-seeking children and youth in schools in the UK?

Both the Healing Classrooms Basics and CPD trainings saw a high self-reported knowledge increase post-training (see EQ3). Many interviewees said their participation in Healing Classrooms trainings had increased their awareness of trauma and influenced their approach to students in the classroom (see EQ9).

EQ2. To what extent has the education project, encouraged positive change in schools, by teachers and support staff in relation to the support and care provided to refugee and asylum-seeking children and youth?

About half of interviewees were able to point to how their participation in the HC training contributed to significant changes in the students they support:

- One teacher noted that her Russian student felt more comfortable after implementing Healing Classrooms approaches in her work.
- One described her students as *“they go from quiet, not talking at all to, we now have prefects in the group and we have children who are joining extracurricular clubs”*
- One EAL Coordinator noted *“we had an Afghan student who had significant trauma, and she’s improved massively. By getting her a quiet space where she could relax, and we actually use it with other students”*
- Another EAL Lead noted *“We had three students from Somalia and one from Sudan, who’d never been to school and by working with them and trying to work with home and a lot of positive reinforcement...children who couldn’t read and write are now reading and writing. And for children who wouldn’t speak, I can’t [quiet them] now.”*

Effectiveness

EQ3. What services did the education project provide to educators? What was the impact of these services?

The Healing Classrooms programme trained a total of 2,212 educators in 888 schools or organizations, with an estimated 9,056 refugee students potentially impacted. The trainings saw a high self-reported knowledge increase post-training:

- When participants of the HC Basics Training were surveyed, **90%** agreed or strongly agreed they increased their knowledge of pedagogical strategies (N=665), and **93%** agreed or strongly agreed that the training programme helped them to better support refugees (N=655).
- When participants of the HC CPD Training were surveyed, **97%** agreed or strongly agreed that they have improved their knowledge and skills to support refugees and **100%** agreed or strongly agreed that the training programme helped them better support refugees (N=38).

Additionally, according to the follow up survey, a majority of respondents agreed they were able to implement what they learned in the training programme (N= 17):

- **83%** agreed or strongly agreed they were able to implement what they learned in the training programme.
- **89%** agreed or strongly agreed they are better able to support refugee and asylum-seeking children and youth as a result of the training.
- **72%** agreed or strongly agreed that they had used the Healing Classrooms resources in their lessons or practice.

EQ4. Have the education project's governance arrangements been adequate to achieve the anticipated results?

All IRC staff members interviewed agreed that the division of roles and responsibilities of the Healing Classrooms team was clear and that the programme functioned smoothly. One staff member noted: *"We're a really small team, so it's quite clear... it seems like a clear structure. Everyone knows what's expected of them."*

Both IRC staff and participants noted the importance of Healing Classroom staff's robust teaching experience which enables them to better understand the needs of teachers in the classroom, allowing it to be more relevant and realistic. This view is also held outside of the IRC UK office. One IRC staff member commented *"I think that they have staffed their team strategically"* and praised the teaching and refugee experience of the staff members.

Support staff noted that they enjoyed working with the Healing Classrooms team and that the team is communicative and collaborative. As one support staff member noted: *"There's leaders of each programme so that division of everything has been helpful. And on top of that, it's nice to know that we're all troubleshooting together [...] I think just across the board everyone's quite collaborative."* The team's flexible approach also means it has been able to adapt to participant needs and to conduct trainings online or in-person, or present at conferences and events.

EQ5. To what extent and level of efficiency has the education project promoted the programme to ensure there are high levels of participation and awareness?

The Healing Classrooms team invested heavily in early outreach and programme promotion. Along with its growing reputation for high quality programming, this has led to an increase in participant demand for training sessions.

Strong Startup Outreach Strategy

During programme startup, the team reached out to existing IRC UK contacts to reach councils, schools, and potential participants. This outreach strategy included the following activities:

- The team kept a robust tracker of potential contacts and logged all interactions
- The team reached out to Teach First, a teacher training programme, to tell their participants and past trainees about the programme. They also ran a bespoke sessions for Teach First participants.
- Staff members joined a Teacher Toolkit podcast to present an overview of the HC programme.
- The team contributed to media articles and ran Facebook ads and post to teacher groups in Facebook to advertise the training.

Adaptability to Shifting Contexts

During the summer protests, IRC Healing Classrooms staff proactively looked through online media sources to identify local councils where the protests were occurring and reached out to their representatives to see if they would be interested in a training. Through this process, the team has trained

council staff in those areas and conducted trainings in local schools encouraged by their councils. As one staff member noted *“once we’ve done the sessions, they have been keen to implement stuff and they’ve seen that it’s not political. It’s just what’s best for those children and all the children in the school.”*

The team has also focused on training Ethnic Minority and Traveller Achievement Service (EMTAS) groups who specifically work with refugee and newcomer students. After the training they ask them to take materials to schools they work with and promote the trainings. The schools recognize these individuals as experts, so it serves as a good way to disseminate information.

Holistic Communications Plan

Healing Classrooms staff invested in a strong website design early in the project. This allowed the programme to highlight its training sessions as well as key resources. This was accompanied by a newsletter with an increasing reach which currently is sent out to 2,311 contacts. In addition, the team collaborated closely with the UK office’s communications team to highlight content around key moments of the year such as back to school campaigns.

Increased Participant Demand

Participants are now starting to approach the team to join sessions, and schools are contacting staff to set up whole school training sessions. The team has seen a rise in demand now that the programme has more name recognition. Staff reported that many sessions are now filling up on their own, and they are easily bookable through the website.

EQ6. To what extent was the education project’s training delivered to educators of high quality and of value?

As noted above, training participants had high satisfaction rates in the training feedback survey. The 11 interviewed participants also expressed a high level of satisfaction with the trainings and particularly appreciated the experienced facilitators:

“The people that were delivering them were very knowledgeable. They’ve got first-hand experience of working with refugees, not just in this country. And I think that really came across that they’re experts, and they know what they were talking about. I think it’s a very slick and professional delivery. They’re very personable.” HC Basics and Healing Champions Participant

“I’m really impressed with the research and the expertise and professionalism of the people who deliver it... A lot of research must have been put into it, and a lot of expertise and a lot of passion as well. I feel like the people who deliver it really care.” HC CPD Training and HC Champions Participant

All participants interviewed also felt the training was high quality and relevant to their work:

“It was really good, absolutely fantastic. It was relevant to our role and the ESOL students we have in our classroom. It had lots of practical suggestions and tips, as well as giving us the opportunity to talk to other people who are in a similar role... it was really easy to understand and I think with some of these courses you feel it’s just a lot talking and no participating, but it was a good balance.” HC Basics Training Participant

"It was quite detailed. It was really thorough, and it was really knowledgeable, and it took on a lot of strategies as well. It was one of the really, really good ones that I've actually done. And so, I went back, and I told the team and then I recommended it to a lot of my schools I was working with... I can't rate it enough." HC Basics Training Participant

"In terms of the course itself, it was, I feel like it was one of the best CPD courses I've ever done. It's stuck with me. I still have the resources right next to me on my desk. They still get them out. We still use them all the time, so yeah, definitely one of the best." HC Basics Training Participant

Some more experienced participants felt that the training materials were a review of concepts they had previously learned about, but that it helped to affirm their practice:

"Very good. As I said I was already trauma informed. So, I knew all the science about trauma, and I've been doing this EAL job for a while. So, all the things that they suggested are already in place, but it's always very good to feel validated and obviously to be open to new ideas. So, there were some things that were new to me, a lot of it was... an affirmation really that I'm doing the right thing for these children. The staff, the people who run the courses were wonderful and open and positive. And that was great and very supportive. It was a good experience." HC Basics Training and HC Champions participant

"I think it was excellent, I think because of the nature of our role and the kind of training that we had a lot of the messages we were familiar with, but it's always reassuring to have those messages reinforced. And you always take away something new or it makes you reflect about your own practice, and even if it's confirming, yes, I'm using the right approach. I really enjoyed it, and I think a lot of my colleagues would benefit from it as well." HC Basics Training Participant

EQ7. To what extent were the resources created and distributed by the education team of high quality and value?

All eleven interviewed participants felt that the resources created were of high quality and value. Interviewed participants often mentioned the handbook they received before the training, and felt it was a particularly valuable resource:

"We had a handbook actually posted out to us, which is very rare. It's normally everything online, but it was so nice to have the physical handbook in front of us to make notes. It made such a difference." HC Basics Training participant

"The[hand]book was great, like the fact that it was free just blew my mind because it's a great book... It had quite a lot of advice and information in it, which I think is quite beneficial for people." HC Basics Training participant

"I love the case studies... I think the resources are amazing, And there's so many different tasks and it's all beautifully displayed. The layout is fantastic, I can't fault it." HC Basics Training and Healing Champions participant

Several participants noted that they used the handbook as an ongoing reference:

"[the resources were] fantastic and I've actually been, I'm still using them. So, I really loved how they had actual practical things that we could use in the classroom." HC Basics Training participant

Participants also mentioned the website:

"I thought your website's really good as well because there's lots of really good ideas and lots of good links. So, I've dipped into things, especially working with my young and unaccompanied asylum seekers."

EQ8. Have programmatic changes been made because of the feedback provided by educators? What changes have been made?

IRC Healing Classrooms staff have made significant changes to the programme based on participant feedback. The team originally worked with an EAL consultant to develop an EAL-focused course but realized that it was out of scope for IRC's work, and that other partner organizations such as the Bell Foundation could serve this area in a better way. Instead, the team developed a CPD course in collaboration with IRC's Seattle office to build upon the basics training modules and offer a more in-depth training.

The team has also originally planned the cadence of the CPD training sessions to occur every two weeks, but saw that participants were losing momentum over the 10-week span and adapted the timeframe to conduct a session every week. This allows the training course to be completed in five weeks while allowing teachers the time to try out some activities in their classrooms.

The HC Champions programme was also added later in the project cycle when the team realized a train the trainer model would be beneficial.

EQ9. What was the most significant change educators experienced as a result of education project activities?

Many interviewees said their participation in Healing Classrooms trainings had increased their awareness of trauma and influenced their approach to students in the classroom:

"It was the trauma and the toxic stress stuff that stuck with me the most and it made me sit down with each of the children individually and talk to them... I knew that I needed to build that trusting relationship." HC Basic Training Participant

"It was really useful from that point of view that kind of nurture. And having those nurturing approaches and you know, just being aware that something that might just be a very simple off the cuff comment about something might actually trigger an experience for someone and just being aware of that and how to deal with it. So, I thought it was really useful from that point of view. Especially my 1 to one working with the young people. Now I will always say at the start of any session, if this feels at all uncomfortable for you or you would rather not discuss it or you want to stop, please tell me." HC Basic Training participant

Multiple participants also mentioned incorporating the following activities or methods with their students:

- Translanguaging
- Backpack self-esteem activity
- Visual timetables
- Implementing checklists
- Discussing and exploring students' countries of origin
- Incorporating poems into lessons and presentations

Two participants described how they had used the resources provided:

"In refugee week I used one of the poems from the resources. I've used some of the mindfulness strategies with my classes. The checklists were really great as well. It was like a stock check of what we already do and what we need to do to improve. So, there were a few things that I did introduce after doing this as well, but it was also really great to see that we were doing lots of the things already [...] and that it was backed by research."

"It's really useful to use as a reference... this is not just me saying this, this actually comes from other programmes, and this is recognized good practice. So, it's been really useful to be able to refer to the healing classrooms and signpost to colleagues." HC Basics Training participant

One interview participant also noted that the training applied to a wider set of students:

"We've not only used it with some of our ESOL learners, but we've also used it with some of our NEET learners. So, some of our learners who haven't been in education for some time because equally they are probably in a very similar position to those ESOL learners, equally vulnerable. Some of those strategies were useful with those as well... I've disseminated some of that information to some of the teachers that teach those programmes, so they've picked up and used a couple of the activities as well." HC Basics Training participant

One teacher described how her experience after the course contributed to her school making the training contents a priority:

"I spoke to our senior leadership team, and I said, look, I think we need to look into this more. It actually happened to be something that was on our head teacher's radar at the time and it's one of our school priorities now. So, it's yeah especially the work on trauma, it's become a huge part of our school and our practice. So just from this, from taking this course and planting that little seed with our senior leadership team [...] it's become a whole school priority."

Another participant described getting senior leadership on board with the Healing Classrooms and School of Sanctuary approaches:

"I have an internal coach in school, and she asked me what my dream was, and I said my dream was to make refugees and asylum seekers feel welcome. And that to do that I wanted to be able to embed school of sanctuary and she is incredibly enthusiastic. She had an in to talk to the senior leadership team"

that I didn't. And once the senior leadership team had talked to the person from the City Council who put me on to healing classrooms and to school of sanctuary, once she came in, I didn't have any more convincing to do, certainly of senior leadership."

EQ10. Were equal outcomes achieved across participants?

Satisfaction levels for the 665 survey respondents of the Healing Classrooms Basics Training reach a level of **90%** or above when disaggregated by role. Similarly, the 38 respondents the survey Healing Classrooms CPD Training also reach a level of **90%** or above when disaggregated by role.

For the interview participants, there was a pattern of multiple participants who worked in secondary schools requested more resources geared towards older students. Two of these participants' reflections are highlighted below:

"I felt it was quite Primary based as opposed to secondary based. There were certain things like the SEL Games which would be absolutely fantastic if I wasn't in a secondary school and there were all the curriculum restrictions." HC Basics Training participant

"There's tends to be more stuff for primary, but you can sort of move it up to secondary, I think. I certainly think there's a gap for older secondary kids to get their attention...to have activities that help their understanding, to help challenge their preconceptions, their ideas. Upper secondary is often slightly missed with a lot of activities. They are a hard audience to get because a lot of them already have embedded beliefs about things." HC Basics Training and Healing Champions participant

Efficiency

EQ11. How well has the education project managed resource distribution and communication between the IRC and participants?

The Healing Classrooms team has a system in place to distribute physical handbooks to participants of its online trainings. A Programme Officer coordinates with the team to handle fulfilment orders. Since transitioning to Jotform, participants are sent automatic notification emails, which has reduced the administrative burden on the team. Interviewed participants seemed particularly enthusiastic about receiving these handbooks.

As noted above, the team's communications strategy also includes a monthly newsletter sent out to 2,311 contacts with an open rate of 30%. One interviewed participant noted: *"I have to say the communications from IRC has been great. you know they did send out regular newsletters. And I do read those with a lot of interest."* The newsletter also links to the programme's website, which includes training descriptions, key resources, and sign-up instructions.

One area for improvement would be the awareness of the one-to-one support the team can provide. Several of the interviewed participants noted that this would be something they would be interested in, but they were not aware this was on offer. The team could better communicate this message so that current participants and alumni are aware of this mode of support.

EQ12. What type of administrative, financial, managerial, and logistical obstacles did the education project face, and to what extent has this affected the implementation?

The constraints of sustainable funding limit the project's impact, as the staff cannot cover all geographic regions. However, the online programme model allows them to efficiently deliver these trainings all over the UK. Additional funding would potentially allow them to scale up the number of training sessions held, while investing in regional relationship building with local councils and other key stakeholders. At one point the project also required additional administrative support for the handbook distribution. This is when the project received additional support from a part time Programme Officer who collaborates closely with the team to handle fulfilment orders.

EQ13. To what extent have partnerships improved the efficiency of the education programme?

Collaborations with other IRC Offices

During programme startup, the HC UK team collaborated closely with the HC Germany team. As mentioned above, the German team provided a translated version of their trainings and resources. The HC UK team built out their initial trainings based on these resources, and modified the structure and content based on the UK context and participant feedback.

IRC UK's HC staff members worked with IRC's Seattle office after being connected by RAI's Technical Advisor for Education and Youth. They were both putting together material for trauma related resources. The Senior Education Officer created a five session CPD course based on existing HC and the former trauma course materials, and the Seattle office covered the graphics and printing.

The Seattle office worked with a consultant to create a train the trainers guide based on the handbook, which led to the creation of the Healing Classrooms Champions. The UK office adapted the material based on their local context, and the Seattle office also rolled out a Healing Champions model.

"that's one of the most valuable things about healing classrooms across IRC. How willing different offices are to come together and share resources. And we always take part in the community of practice for education and Youth [...] so we were really, really involved in sharing resources. We also planned a conference in Berlin that happened last summer, and we were able then to meet up with other healing classrooms teams and share in person what we were doing across RAI and CRRD." HC staff member

Sustainability

EQ14. To what extent did the education project collaborate with local and national actors?

The team collaborated with the following stakeholders:

- The team has built ongoing relationships with approximately 10 local councils allows the programme to reach schools in the area. They are in regular contact with staff and come back to ask for more trainings. As one staff member noted: *"lots of our key partnerships are with those local councils and they help us to recruit teachers for the training. When we first started, those councils got us up off the ground and got the programme out there... they've shared things in local media and on their websites and that's been absolutely massive."*

- The team collaborated with a past participant, a teacher in the South of England who organized a conference in Chichester after participating in the Healing Classrooms training and involved local stakeholders.
- Partnerships with Universities:
 - The team has partnered with Winchester University. IRC Healing Classrooms staff attend their refugee week and conference annually and run an annual lecture for teacher trainees.
 - The team is exploring a potential year-long collaboration with University of Birmingham to conduct research on trauma and special education needs. They would be working with two professors to conduct research into children's, parents' and teachers' experiences and are waiting for a funding decision in November. The team hopes that this will inform future resources and trainings.
- Staff worked with a Manchester based organization that works to prevent violence and racism against Southeast Asian people. The organization developed a case study focused on Hong Kong which is now included in the handbook.

EQ15. To what extent did the project engage the participation of partners and educators in design, implementation, and monitoring of the project?

The team involved the following partners and educators in the design and implementation of the project:

- The team did not engage external educators in the beginning, but the Healing Classroom staff themselves had teaching experience so they used their own knowledge. Together their experience consisted of different subject areas and grade levels, and familiarity working with refugees. They were thus aware of the challenges and constraints teachers face.
- The team worked with Amna (formerly Refugee Trauma Initiative) who helped shape resources with specific knowledge of trauma and refugees and children and the science behind it. This information helped shape the CPD programme.
- The team worked with a psychiatrist from the NHS who provided guidance and reviewed resources.
- Staff spoke to other IRC offices who already had existing Healing Classrooms projects. Germany provided their translated resources which informed the structure of the project. The IRC UK office then adapted their programme and restructured it based on participant feedback. For instance, Germany's project focused on longer breakout room discussions, whereas UK participants requested more facilitator led activities.
- IRC HC staff spoke to refugee clients participating in IRC UK's integration course. They received information from Afghans, Arabic speakers and Ukrainians about their educational systems and their questions about the UK system. As one HC staff member noted *"we used that anecdotally in our sessions to say how if you have students from here, they might find this a bit strange because in their country this is not done or it's done this way. So, we took feedback from our clients to help develop the programme."*

EQ16. To what extent can the education project be scaled up at national or local levels?

The current model of online trainings could be scaled up relatively easily with additional funding for staff positions. However, this model might not be sufficient to promote a whole school approach and create wider impact. To address this gap, staff brought up the following ideas for potential scaling opportunities:

- Build stronger relationships with more councils
 - This is a model staff already uses but it could be expanded to meet them in person and push a concerted strategy.
 - Focus on building relationships with Academy Chains to set up official partnerships.
- Develop a regional model (like in IRC Germany) which could work to base staff in Northwest, Northeast, Southeast, Southwest and Midlands. These regional officers could manage contacts and build relationships in their regions.
- Expand to include a pre-service training model.

EQ17. To what extent can the programming provided by the education team, to schools, be considered sustainable?

Based on training feedback forms, the follow up survey and participant interviews, participants are happy with the quality and content of the trainings provided, and many have been able to implement strategies in their schools. However, it remains difficult for teachers to create change on an individual level. Many participants noted it was hard when senior leadership or other colleagues are not yet bought in.

The Healing Champions programme goes a step towards addressing this gap, as one of the aims is to create a community of support. As one staff noted *“people who were willing to commit to a yearlong programme volunteering and to be champions of Healing Classrooms in their settings... that’s a real strength that people are willing to give up that time and come to loads of different meetings and run the trainings themselves.”*

If it were to scale up, the programme should focus on promoting a whole school approach through developing further relationships with schools, local councils and other key stakeholders.

RECOMMENDATIONS

Programme Modifications

The following could be implemented without the need for scaling:

Develop Additional Resources for Secondary Students

Several interviewed secondary teachers and EAL Coordinators felt that the current resources provided in the handbook were geared towards younger age groups. The programme should consider reviewing current resources and developing a plan for expanding secondary-focused materials.

Add Implementation Follow Up

Multiple participants felt that a shorter check-in or follow up to discuss implementation strategies would be beneficial. As one participant noted they would have appreciated a *“one-off session [to discuss] extra ideas and things we’ve tried... and listening to people’s ideas. So, you’re invited to an online session with people who did the course at a similar time as you.”* When asked what the ideal timing would be, many responded that approximately 3 months after the last training session would be ideal. Interviewed participants who had completed trainings more than one year ago felt that they could have provided better feedback if they had been asked at an earlier time frame.

If the programme were to add these shorter implementation check-ins for cohorts who completed the trainings around the same time frame, they could survey these participants during these sessions to gauge what types of activities participants have been able to implement, and what barriers they have faced. This could enhance the current M&E strategy, whose current approach focuses primarily on immediate training feedback and self-reported knowledge gained. This enhanced understanding of programme implementation and uptake could identify programme successes and tie to the programme’s communication strategy, while enhancing fundraising efforts to identify longer-term impact.

Modify M&E Data Collection

In order to enhance the programme’s understanding of participant outcomes, consider adding years of experience and region to the M&E data collection plan so that satisfaction and self-reported knowledge gain can be disaggregated. This additional demographic information will enable the programme to better understand participants’ experiences of the trainings. For instance, are more experienced educators as satisfied as newer educators?

Enhance 1-1 Support Communications Strategy

When asked how the programme could be improved, several participants mentioned office hours or the ability to speak with IRC staff 1-1. None of these participants were aware that this service was already available to them. The programme should consider creating a communications strategy to make sure participants are aware of the option for 1-1 support. This could be emphasized during the trainings as well as in follow-up communications.

Scaling Considerations

The following recommendations would need additional funding:

Strategic in-Person Trainings

The current hybrid model of online training delivery and in-person sessions is lean and flexible. However, many staff and participants noted that in-person trainings are still preferable for optimal learning and community building. If provided with additional funding, the programme could prioritize a hybrid approach by setting up local Healing Champions for each region and bringing them together in-person for in-depth work and collaboration, while maintaining frequent contact online.

Build Out Regional model

As several staff suggested, with additional funds the programme could develop a regional model which could work to base staff in Northwest, Northeast, Southeast, Southwest and Midlands. These regional officers could manage contacts and build relationships in their regions. This would allow the programme to map key stakeholders in each region and build up local support, while reducing travel costs for in-person trainings.

Expand to Pre-Service Training

Staff have already explored the option to develop pre-service training resources, but there is currently a lack of capacity and staff time to move forward. With additional funding, there would be a potential to work with universities to plan pre-service training. The team could develop an initial teacher training module as part of the teacher training programme. IRC would create the course content and related resources. Then the module could be taught by university staff to embed it in the course offerings. This could be piloted at one university and then promoted to others to show the success of the model.

Incorporate Refugee Student Feedback

Consider working with a researcher to collect refugee and asylum-seeking student or recent graduates' experiences and feedback to inform programme resources. As one staff noted, *"A major stakeholder are the students. This is where you need to look more into what is happening in the classrooms. How are the students perceiving it?"* If this is logistically not possible, consider partnering with additional ethnic community-based organizations to expand case studies, as staff did with the Hong Kong focused organization in Manchester.