**Narratives of navigation: Refugee-background women’s higher education journeys in Bangladesh and New Zealand**

We are grateful to both reviewers for their comments, suggestions and insights, and to the Editor for her guidance regarding our revisions. Our responses to the suggestions and critiques offered by Reviewer 1 are listed below. Please note, all changes to the original manuscript have been made in red font. Page numbers listed below refer to the blinded version of the manuscript.

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| **Reviewer’s comments** | **Author’s response** |
| More clearly outline the gendered focus of the article (and the need for it in terms of university participation) at the start of the article.  | Addressed — see Introduction. |
| More clearly articulate the analytic approach … it would be good to know how the authors engaged with the data and constructed the findings. | Addressed — see section entitled ‘Our Study’. |
| The authors… need to do a better job of situating the contextual differences between NZ and Bangladesh more carefully in their analysis and interpretations. | Addressed — see sections entitled ‘Narratives of Navigation’, ‘Navigational Supports’, and ‘Concluding Thoughts’. |
| Need to update the figure quite on p. 1 *(now 2)* to 3%. | Addressed. |
| Remove the word ‘recently’ on p. 3 *(now 4)*. | Replaced with ‘also recognises’. |
| What does ‘lack of policy integration’ mean (p. 4)? | This refers to a lack of coordination across policy areas, or unintended consequences due to particular policy changes. O’Rourke (2011), who we cite here, provides examples from the NZ context, including the 2010-2011 termination of Refugee Study Grants, and introduction of Tertiary Education Policy equity policies that omitted refugee-background students. We have changed the wording here to ‘lack of coordination across policy areas’. We think this is less ambiguous. |
| What do you mean by ‘exclusion from support service provision’ (p. 4)? | We see this statement as self-explanatory, and specific examples would differ, depending on the context. An example from Bangladesh, is that asylum seekers are not guaranteed access to education at any level. An example from NZ is that tertiary education institutions are under no obligation to provide targeted orientation supports to refugee background students, whereas, they must do so for international students, who may have similar orientation needs. We are citing literature here, so do not provide additional examples, as this is one point in a long list. |
| Point on p. 4 *(now p. 5)* that starts “For example, good spoken English coupled with weak written English…” needs a reference or two for substantiation. | We have now clarified that we are drawing on O’Rourke (2011) here. |
| Be careful with deficit framing with us of ‘lack of knowledge of university’ (p. 5); suggest replacing with unfamiliarity. | Addressed. |