LEARNING CURVES

A GLOBAL THEMATIC REVIEW ON EDUCATION

PLANNING, GENERATING & USING RESEARCH FOR ADVOCACY

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PLANNING & METHODOLOGY

- Joint planning – evidence and advocacy
- Advocacy goals established at funding proposal / detailed planning stages
- Funding covered an extended advocacy stage following the launch

Research comprised:

- A literature review (University College London)
- A multi-language call for evidence (English, French and Spanish)
- Focus group discussions with 27 participants from various countries working in education and residential care sectors
- Four case studies using desk research and key informant interviews – Colombia, Moldova, Indonesia (Perkins International) and the EU
- A secondary analysis of historic programmatic data from five countries

FINDINGS: DRIVERS OF ADMISSIONS

1. A lack of non-residential options, or a desire to access (real or perceived) opportunities from residential services

2. Poverty

3. A lack of accessible, inclusive services for children with special educational needs or disabilities

4. Discriminatory treatment of marginalised or disadvantaged communities

5. Other factors including abuse, neglect, behavioural issues and/or conflict with the law

FINDINGS: IMPACT ON CHILDREN

LUMOS

1. School attendance & access to education

2. Academic progress and relationships at school

3. Health and wellbeing

4. Safety for children in residential education settings

FINDINGS: POLICY & PRACTICE CAN ENABLE CHILDREN TO ACCESS THEIR RIGHTS

LUMOS

1. A legal and regulatory framework is vital to ensure all children can access non-residential education

2. A multisectoral 'whole system' approach at all levels can help address the range of social and educational drivers of residential admissions

3. It is unlikely that the full range of developmental harms from residential education settings can be effectively countered through interventions to address institutional culture or improve children's outcomes in other ways

CONCLUSIONS

1. In many parts of the world, families are having to choose between their child's fundamental rights: the right to access education and the right to a family life.

2. Socio-economic vulnerability increases the risk of unnecessary separation of children and families and drives entry into residential education settings.

3. Being in residential education can and does harm children's health, well-being and development, as it does in residential care institutions.

4. Access to community-based inclusive, high-quality education is key to successful care reform.

5. Understanding and addressing norms, attitudes and practices is a key lever for change.

6. Reform processes should involve both the social care and education sectors, with joint planning and collaboration.

LUMOS

ADVOCACY ENGAGEMENTS TO TEST AND DISSEMINATE

- Global Launch event – kick off moment, engaging research participants

- Moldova Parliamentary Launch

- Global Intergovernmental Roundtable

- NGO Roundtable

- Bilateral engagements with key education actors

LUMOS

PRESENTING RESEARCH FOR IMPACT

- **Research pack shaped by advocacy process and stakeholder needs:**
  - Working Paper in English, Swahili, Romanian, Spanish and Ukrainian
  - Full Research Report
  - Two Policy Briefs: one for governments (local and national) and one for NGOs
  - Four Case Studies providing detailed examples: Colombia, EU, Moldova, Indonesia
  - Event recordings
  - Still to come: academic articles on the research

Impact to-date: UNICEF White Paper

- UNICEF'S recent white paper on the role of boarding schools in Europe and Central Asia also examines the role of residential educational settings for vulnerable children, citing Lumos's research, particularly regarding the situation in Moldova.

- The white paper also references Lumos's findings on the mixed outcomes for children who attend residential education facilities.

- The paper recommends that States 'recognise boarding schools as part of the continuum of alternative care, regulate them as social care and education providers, and include them in deinstitutionalisation and child care reform policies and programmes, as well as in inclusive education reforms.'

White Paper

UNICEF
The role of boarding schools for vulnerable children in the Europe and Central Asia region
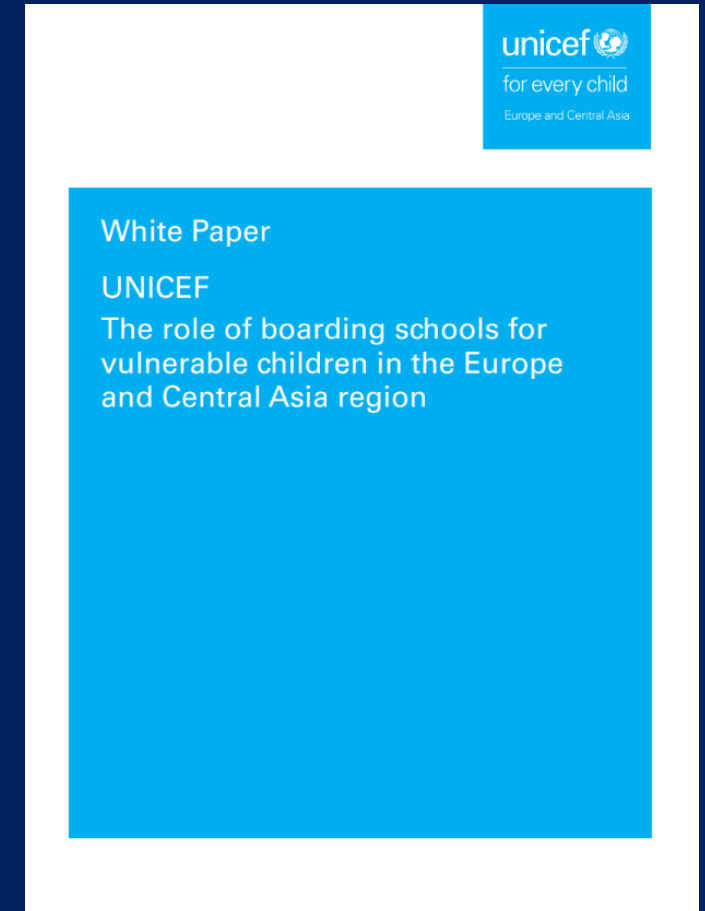
ONGOING GLOBAL ADVOCACY FOR IMPACT

- Amplifying what works and supporting governments to reform systems of residential education
  - Facilitating state-to-state learning
  - Providing platforms to disseminate promising practices
- Engaging key global education actors to raise awareness, build collaboration, and influence State practice

LUMOS

LESSONS LEARNED

- Planning research with advocacy colleagues increases the chance of impact

- Planning and resourcing an advocacy phase allows us to maximise the impact of our research

- Involving key stakeholders in the research process increases buy-in and helps secure champions

- Building effective influencing relationships in new sectors requires capacity and longevity – to achieve impact, long-term resource is required

THANK YOU

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