

## PARENTime Public Engagement Strategy

### PACE: Policy Advocacy for Childhood Equity – Engaging Stakeholders for Equal Opportunities from the Start

#### Strategy and Implementation

**1. What did I want to achieve?** I aimed to **inform and influence policy changes that would enhance social mobility for disadvantaged children, addressing a critical global policy failure.**

Despite a 15% increase in education funding by OECD countries over the last decade, children from 0.96 1A (k 0.96 268T) of our time. In light of these challenges, my goal was to use my research findings to develop a **cumulative approach,**

**rather than a few tent pole events/efforts,** to build a public engagement strategy that could directly **impact real-world policies** to reduce educational disparities and their long-term economic effects **based on my research findings.**

comprehensive research and widespread public engagement efforts. Institutional backing (LSE Department of Social Policy, LSE Centre for Economic Performance, University College London) offered vital infrastructural support, ensuring research visibility. Collaboration with NGO's (Change Dyslexia),

childcare to increase flexibility and reduce gender disparities. We also recommend expanding funding for tutoring and other catch-up strategies, and designing recovery programs that account for the feasibility for families, considering new demands on parental time and changes in labor division between couples ("[Learning during the lockdown: real-time data on children's experiences during home learning](#)" (DOI: 10.1920/BN.IFS.2020.BN0288, ISBN: 978-1-912805-78-5); "[How are mothers and fathers balancing work and family under lockdown?](#)" (DOI: 10.1920/BN.IFS.2020.BN0290, ISBN: 978-1-912805-80-8); "[Trying times: how might the lockdown change time use in families?](#)" (DOI: 10.1920/BN.IFS.2020.BN0284, ISBN: 978-1-912805-74-7); "[Inequalities in Children's Experiences of Home Learning during the COVID-](#)

Government's incorporated recommendations 2.5. and 3.5. based on our research findings and made by the team's parliamentary consultation to the Education Committee ("[The Impact of COVID-19 on Education and Children's Services](#)", UK House of Commons Education Committee provided the UK Government's Department for Education consultation, May 2020). Recommendation 2.5. stated "The Government should ensure that early years settings are adequately resourced to support children returning after lockdown with gaps in their development, and wellbeing needs" and; 3.5. Recommendation, which stated "The Government should take steps to prevent the attainment gap between disadvantaged pupils and their peers from widening as a result of the crisis." The UK Government acted upon these recommendations into policy committing an additional £96 million for the 2020/21 academic year through the Tuition Fund to counteract COVID-related educational disruptions (see Written evidence: [Action for Children – CIE0146](#)– and [Action Tutoring –CIE0215](#)– here: <https://committees.parliament.uk/publications/1834/documents/17976/default/>;and "[Getting the grades they've earned: COVID-19: the cancellation of exams and 'calculated' grades: Response to the Committee's First Report](#)").

My public outreach initiatives advocating for equal opportunities in education directly contributed to **shaping the 2021 Spanish Government's Strategic Education Strategy**, aimed at addressing

therapist; "Enthusiastic about Dydetective. The children love it and learn by playing," M.Neus Costa Auguet, headmistress of Els Estanys School (Platja d'Aro, Catalunya); "Thank you Luz for fighting...to make [DydetectiveU] available for everyone regardless of their economic situation. This is priceless!!!" Lucía Alcántara López, mother and president of the Dyslexia Association of Cádiz, Spain).

**Policy Change:** The findings from our research confirming the cost-effectiveness and scalability of DydetectiveU, directly influenced a major policy shift that expanded the program's implementation across Madrid's primary schools to bridge literacy gaps. Between April and May 2023, I continued to work with Luz Rello and started further discussions with regional policymaker David Cervera to raise awareness about the benefits of DydetectiveU. These collaborative efforts led to the implementation of the program in all primary schools in the region of Madrid 1,246 primary schools, reaching ca. 500.000 primary school students (Ref: [A/SER-007075/2023 \(322O-004-23\)](#)).

**4.Lessons learnt:** Two pivotal lessons stand out: **Lesson 1: Building Synergies through Collaboration:** The key takeaway from early and strategic collaborations with teams and experts such as the IFS team, Spanish Economists linked to policy, and Change Dyslexia, was realizing about the vital role of trust in driving policy changes and societal improvements. These partnerships underscored the significance of platforms for enhancing the visibility of research and their effectiveness in initiating impactful projects. Motivated by these insights, I established and now lead the [LSE Women in Social and Public Policy Research Hub \(WISPPRH\)](#), embodying the lesson that such platforms are essential for meaningful engagement. **Lesson 2: Inspiring and Supporting the Next Generation** „Social

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