

How to promote evidence-informed practice?

Experiences from Breaking Down Barriers

Learning session by:
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Learning session

- Introduction
- Presentation lessons Breaking down Barriers
- Group work
- Plenary discussion

Presentation outline

- What is evidence-informed practice?
- What is Breaking Down Barriers?
- Challenges & solutions in promoting evidence-based practice.

Evidence-informed practice



- **What is evidence-informed practice?**
Integration of research evidence alongside practitioner expertise and the voice of the clients experiencing the practice.
- **Why is evidence-informed practice important for Liliane Foundation?**
 - Achieving more impact
 - Making better decisions
 - Stimulating organizational learning
 - Moving towards a knowledge broker role

Breaking Down Barriers: objectives

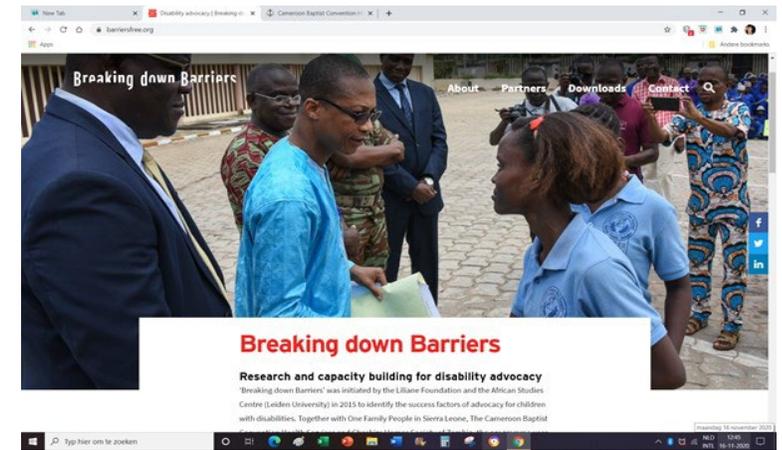
To strengthen the knowledge base on disability inclusive development for LF & partners.

To use evidence for decision-making on policy and interventions.

To strengthen reputation of LF & partners as knowledge producers in disability inclusive development.

Breaking Down Barriers

- Multi-annual research trajectory in Cameroon, Sierra Leone and Zambia.
- Country teams: per country collaboration between civil society partner & academic.
- Cross-country + country specific research (6+ studies annually) conducted by talented students.
- Policy briefs, local & global learning events.



Internal resistance

Challenge

(partial)
skepticism at
management and
staff levels

Solutions

Showcase success.

Develop practical products.

Involve champions in the organizations.

Improve internal profiling and communication.

Attractive and useful policy briefs



POLICY BRIEF
11

Opportunities and constraints in adopting intersectional approaches

Opening up for diversity

Willem Eibers & Daniel Boyco¹

Executive summary

Many civil society groups in the Global South seeking to address the root causes of marginalisation struggle to recognise the diversity present within their target groups. Yet addressing these root causes requires using intersectional approaches that acknowledge group diversity and the various identities that people have. This study examines why some organisations adopt intersectional approaches and others not. It finds that awareness, an ingrained cultural mindset that values diversity and leadership buy-in have an enabling effect on the adoption of intersectional approaches. Constrainers are discrimination by civil society groups themselves, fear of organisational backlash due to being associated with stigmatised groups, compartmentalised donor conditions and the perception that intersectionality complicates programme implementation. Based on these findings, this study identifies a number of recommendations for civil society groups and donors seeking to promote intersectional approaches.

Introduction

'Marginalised people' are a diverse group. Yet civil society organisations often have a singular target group, focusing on one specific identity. This means that they risk overlooking the multiple identities of people, related to for example their gender, age, disability or sexual orientation. Different identities are associated with different forms of exclusion or marginalisation. For example, the opportunities and constraints that a girl with a hearing impairment experiences to go to school and find a job not only depend on her impairment type, but also on her gender and age. This implies that the cumulative mix of people's identities plays a major role in shaping how, and the extent to which they can participate in society.

The notion of 'intersectionality' helps us to understand the opportunities and challenges that people experience due to their intersecting and overlapping identities. Moreover, it illuminates the limits of tackling the root causes of marginalisation if only one identity is considered. This paper starts from the idea that civil society groups that do not recognise the diverse identities of marginalised people are compromised in their ability to address the root causes of marginalisation and ensure that no one is left behind. This implies that designing effective programmes to address marginalisation requires using intersectional approaches that acknowledge and act upon group diversity and the various marginalised identities that people have.

¹'Breaking down Barriers' was initiated by Liliane Foundation to contribute to more effective and evidence-based policies and programmes in the field of disability inclusive development. It does so by bringing together civil society organisations and researchers from the Netherlands, Cameroon, Sierra Leone and Zambia.



POLICY BRIEF
13

School leaders as Inclusive Education champions in Zambia

Brokers of Inclusion

Esther Kamaara, Willem Eibers, Auma Okwany and Thomas Mtonga¹

Executive summary

The glaring gap between inclusive education policy and practice for children with disabilities is attributable to implementation barriers that are physical, technological, attitudinal, financial and systemic and are both school based and structural. Against this backdrop, this study conducted in 2021 in Zambia, examined school leaders' who show exceptional commitment to Inclusion implementation enabling schools to make huge strides in Inclusive Education implementation to overcome existing challenges and barriers. The study highlights the key strategies employed by these school leaders including how they address the self-esteem and self-confidence of children with disabilities as well as building relations with parents, optimizing limited resources, and mobilizing alternative resources in implementing Inclusive Education.



Header photo: A mother sharing on the impact of inclusive education implementation on her physically challenged daughter.

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Winning the impact challenge award



Lacking Southern ownership

Challenge

Sub-standard involvement of academics and Southern partners

Solutions

Establish country teams responsible for research design and results.

In-country selection of topics and research questions.

Southern students/researchers.

Lack of structural research uptake

Challenge

High-quality, demand-driven research **DOES NOT** automatically result in research uptake.

Solutions

Develop annual plans (no positive effects yet).

Organize workshops to discuss practical implications before finalizing policy briefs.

Involve partner/LF-staff throughout research process.

Lack of mutual learning and exchange among partners

Challenge

Bringing partners from different countries together **DOES NOT** automatically result in joint learning

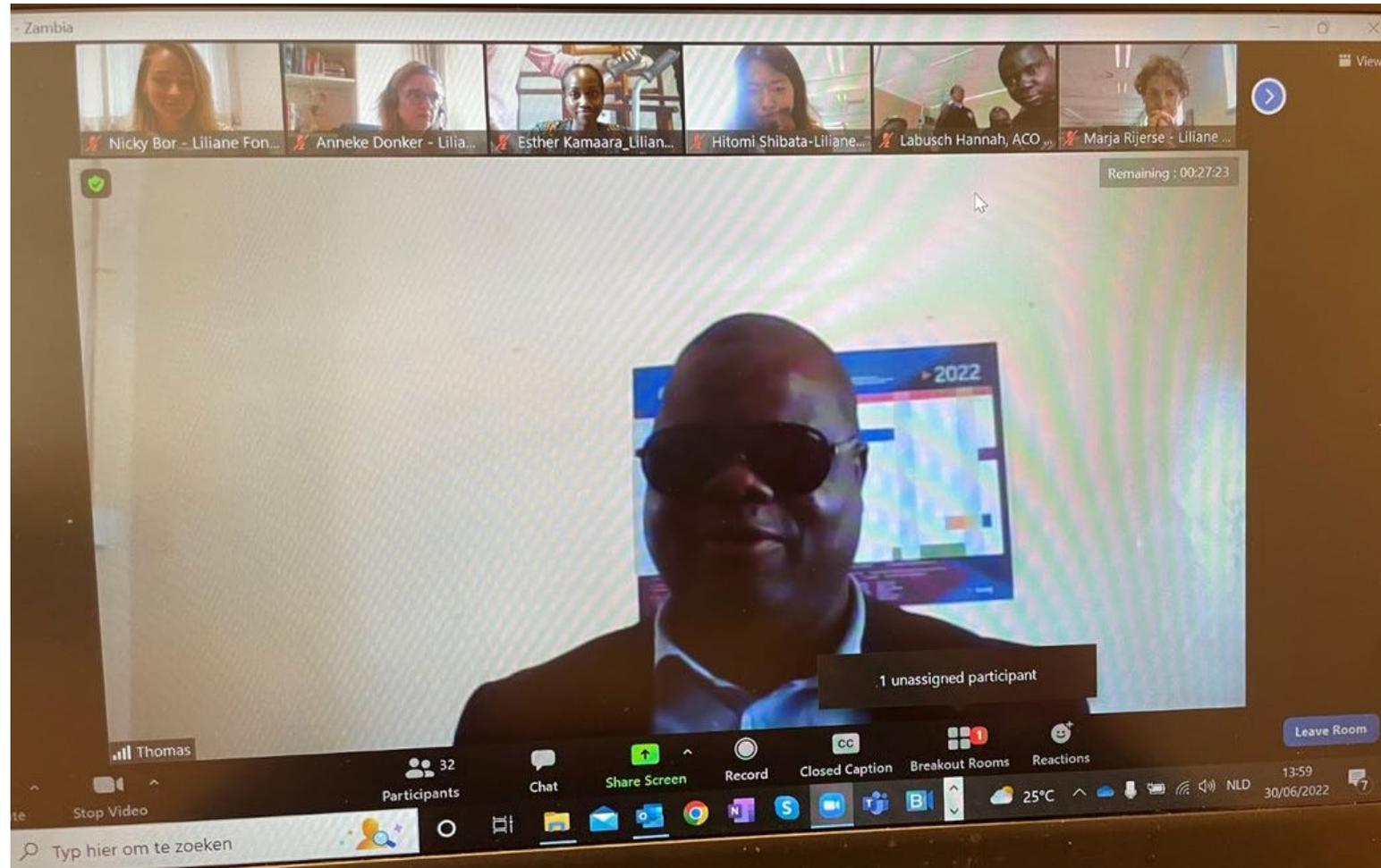
Solutions

Cross-country research → opportunities and motive for interaction and learning.

Peer reviews between country teams.

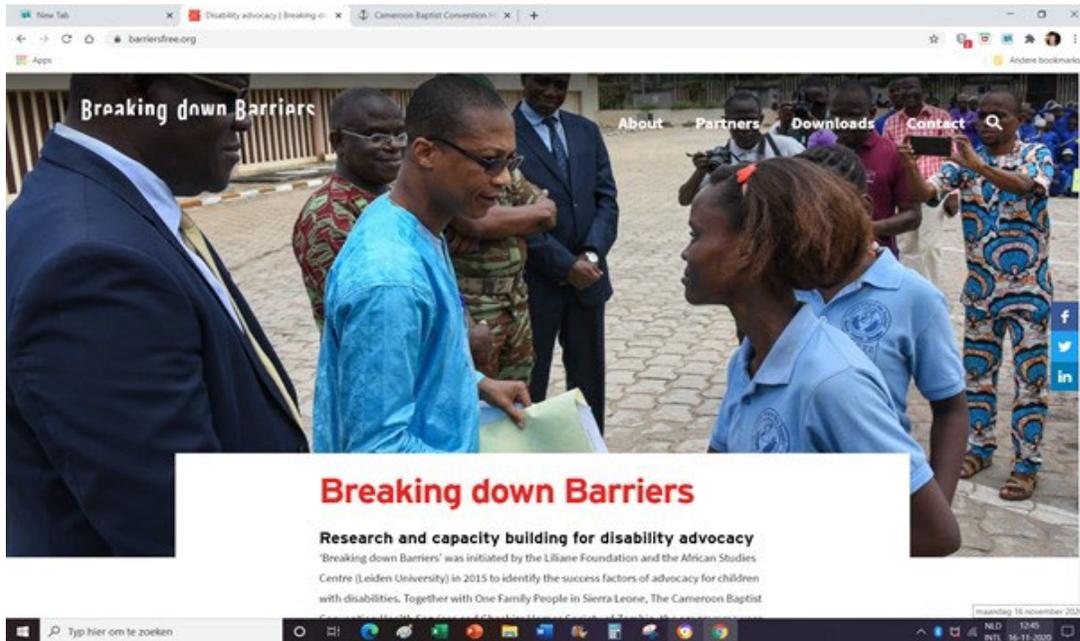
In-country and global learning events.

Global webinar on Inclusive Education Leadership



Thank you for listening

Visit barriersfree.org for more information or our **Linked In group: Breaking Down Barriers Liliane Foundation**



For more questions and suggestions please contact:

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Group work instructions

Question Focus on one specific challenge for evidence-informed practice in your work experience. What solutions have you found, or you can think of that were not addressed in the presentation?

Duration 20 minutes

Group composition Even spread of people who have experience with evidence informed practice. Each group focus on one challenges and provide solutions on how to tackle it.

Roles Chair-person, notes-maker and time-keeper

Outputs Capture your findings on 1 flipchart and stick it on wall.
Present your findings in max. 2 minutes (not all group may be able to present)
If you are interested, leave your mail to receive a synthesis report from the learning session.